

# *Guilford College*

BULLETIN

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# BULLETIN

1977-1978 GUILFORD COLLEGE CATALOG  
GREENSBORO, NORTH CAROLINA



## **GUILFORD COLLEGE BULLETIN**

**June, 1977**

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The Guilford College Catalog contains information about the educational climate, the academic program, and campus life at Guilford College. In addition, it explains the degree requirements and academic regulations, describes the course offerings, and lists the faculty and administrative staff. The College reserves the right to change any provision, offering, fee, or requirement at any time to carry out the objectives and purposes of the College.

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# GUILFORD COLLEGE

## PROLOGUE

A college is an act of faith in the human being, the corporate expression of a conviction that men can, by taking thought, add to their moral and intellectual stature. This faith and this conviction have been the integrating force in the evolution of Guilford College and the Guilford community.

The college began as New Garden Boarding School, founded in 1837 by the Religious Society of Friends, known as Quakers. Its purpose from the beginning was the training of responsible and enlightened leaders, both men and women. Its method was the liberal arts, viewed not as a static body of knowledge but as a stimulus to intellectual and spiritual growth. As the Board of Trustees declared in 1848:

By education we ought to understand whatever has a tendency to invigorate the intellect, to train the mind to thought and reflection, to mould aright the affections of the heart, and to confirm us in the practice of virtue.

Quakerism has been traditionally a mode of life rooted in simplicity, regard for the individual, peace, and social concern. It has also been a mode of inquiry, the search for truth by the individual sustained by the whole community of seekers. Today Quakers make up about one-tenth of Guilford's student body, but the Friends' tradition continues to enrich the college's atmosphere of free inquiry.

Liberal education requires an atmosphere of academic and personal freedom, founded on intellectual and moral responsibility. It requires equally an atmosphere of academic and personal concern, a commitment to human values and to human beings. It is in the combination of these academic and personal qualities that Guilford's uniqueness lies.

## DIALOGUE

This dialogue, a conversation among students, faculty members, and administrative officers, is characteristic of what Guilford people say to each other when they talk about the college. It embodies a thinking together about what is important at Guilford and how the fundamental objectives of the institution can best be achieved. It also embodies a recognition that we have not fully achieved those goals prescribed for the college in 1848; progress toward these goals requires continuous

interpretation and thought. Above all, this dialogue and others that occur on campus represent the thinking of a concerned and caring community. A concerned and caring academic community is perhaps the most accurate description of what Guilford College is today.

Is it more difficult to establish criteria for a good Quaker college than for a good liberal arts college?

I think Guilford's qualities are best measured by its qualities as a liberal arts college. I don't think a good Quaker college is one that sets about to indoctrinate people in the ideas of Quakerism.

But I feel strongly that Guilford should be concerned with personal integrity and moral values, and with raising questions about what is virtue, what is morality.

Continuously, right. But not necessarily formally all the time. I believe the most important questions are raised in the quality of the lives of the people here.

I believe Guilford makes its largest impact in the quality of lives of the faculty who exhibit a Quaker approach to problems, to students, to the college. But do we in fact have a core, a coherence in the college faculty that exhibits this? I think this is one of the things we're struggling to achieve in the faculty meetings, for instance.

I think there is a distinguishable style or approach at Guilford that's hard to put into words, and yet when you're living with people who manifest it, you know that it's different.

I think it has to do with a consistent kindness in conflict situations. It has to do with a total commitment to peace and nonviolence in all change. It has to do with an acceptance of differences. I shouldn't pontificate about the Quaker faith, because I'm not one, but I think it is a mature faith—I think you have to grow into it.

There's another important factor in education at Guilford that has to do with working with consensus. There is the underlying belief that no one has the whole truth and that everybody might have part of the truth, but in any case all of us together can come up with something that's better than what any individual or small group can—which involves meeting each person with a kind of personal respect.

I think Guilford does fine in all these areas, being open and accepting and concerned. But where does the idea of excellence fit into all this? I came up in a very competitive atmosphere, where it rejoiced my soul to be on top, to know more than anybody else, including my teachers if



possible. This strikes me as quite contrary to the Quaker atmosphere, yet at the same time almost necessary for the pursuit of excellence.



I don't think it's necessarily contrary. To have a community where people are interested in talking to each other while they pursue their own areas of learning can be a way to maximize excellence, to enhance excellence.

I would say that the difference between a Quaker community or a Quaker meeting and a Quaker college lies right here: that a college should have these qualities that we value in the meeting or the community, but in addition it's a place where the life of the mind is central. The two have to live in a kind of tension. This is why I think the objectives of the college are dual: character development and scholarship.

I really don't agree with this kind of dichotomy. This is the beauty of the 1848 trustees' statement. Genuine learning involves a change in one's own personality—that to really understand what's happening in history or

religion, or whatever, involves a kind of personal transformation. To put it another way, one of the basic things education is after is to teach people how to assimilate new experiences, new ideas—which involves a modification of one's whole self. Once you've learned how to work a mathematical problem, you're never quite the same again. And that's a smaller change than when you understand what was going on in the American Revolution, or perhaps some aspect of the problem of human freedom. There are different degrees in which the self is changed, but it seems to me all knowing involves a fundamental change.

That brings us right back to the quotation in the catalog: "to invigorate the intellect, to train the mind to thought and reflection, to mould aright the affections of the heart, and to confirm us in the practice of virtue." Are we really setting out to mold their characters?

Sounds manipulative, doesn't it? But I don't think you can invigorate the intellect without molding the affections, or the other way around. I believe what we need to say is that education is fundamentally moral—not in the sense of learning and abiding by specific principles, but in this kind of transformation of the self, by cracking open one's universe, expanding one's vision, both of contemporary problems and of our cultural heritage. And of one's own role in this whole thing.

Yes. It seems to me that that's precisely where we need to be engaging students and engaging ourselves and our colleagues in the pursuit of truth. Because where it really is grabbing you is where you need to learn, where you're really going to be opened up, where you learn how to work with genuine problems.

Getting down to genuine problems, while we're trying responsibly to keep all this in mind, there's a real split between the day-to-day existence of the college and that ideal. Sometimes it's frustrating, but it's also very exciting, in that there are things going on that you are able to involve yourself in because things aren't right; we're not fully up to that standard.

I feel that way too. When I was deciding where to go to school I read this quote in the catalog, knowing in my own mind that there might be a difference between what's going on here now and what was going on in 1848. And after going here for a year I've had this confirmed, that there are differences. But what we're doing now in a round-about way is very like the objectives of what this traditional Quaker liberal arts college is all about.

These traditions indicate a general direction you can go. The direction itself is heading off north, but there are also things going up and down. At

the same time that tradition is pulling us back into other people's lives and sometimes their mistakes. I think the college is in the process right now of trying to figure out what sort of place it wants to be and what these words do mean.

That's what I see as the difference between an old conservative school and the progressiveness and vitality that really make it worth going here, that make it an alive sort of place, a place that doesn't just establish great computer banks for information storage, and beautiful buildings—everything functional—and then just drives you mad.

Well, I think that any institution that is satisfied with itself, absolutely sure everything it's doing is correct, doesn't have any ferment in it, is a dead kind of place. And I would say Guilford is just the opposite of this.

Throw in an extra point for anybody that might ever be listening to this tape in the future: that quality of internal conflict, movement, flux, everything going on—is healthy!

But there is still a lot of difference between what we'd like to have and what is, and for some the idealistic glow may get rubbed off.

There isn't a human institution of any kind in which this is not the case. The catalog statement, I think, ought to be a frank statement both about what the college is and what it is striving to do, because you cannot truthfully define it otherwise.

It's a vision, not just a definition.

## **EPILOGUE: A Statement by President Grimsley T. Hobbs**

A written statement only dimly reveals the real character of a college. An educational institution cannot simply be described in terms of an academic program with assorted policies and procedures. To know a college fully, one must personally experience the interaction of students and teachers in and outside the classroom, the exchange of ideas and friendships, and the sharpening of minds and issues which take place in those colleges where something truly significant is happening. Vital colleges are consciously human communities of learning in which personal as well as intellectual growth takes place, among both students and faculty members. They are genuine fellowships of learning. This is the element at Guilford College which is difficult to convey in words, but which is nevertheless the most characteristic mark of the college.

Such a mode of education places great demands upon students and faculty members alike. To educate the whole person, we must involve

ourselves wholly in the process. To confront the student with the realities of today's world, we must ourselves openly face those realities. And to engage students in the eternal questions of mankind, we must continually examine our own basic commitments.

To profit from his approach to education, a student must have not only intellectual ability and a desire to learn, but also a willingness to risk involvement in ideas and activities that matter. At its best, education is a creative encounter in which persons with differing backgrounds and points of view come together to share and enlarge each other's vision. To be effective, each must give substantially of himself while at the same time maintaining a respect for the opinions and the person of others, even though they may differ with him. Where this encounter is honest and open, each person draws strength and maturity.

Guilford strives to maintain this creative and open atmosphere as a matter of principle, feeling that only in this way can we remain true to the basic convictions about education and the desired quality of human relations laid down at the college's early beginnings. We desire to meet the student where he is, to catch his interest and involvement in significant issues, and thus to play a vital role in the enlargement of his powers. In the process Guilford will itself become more vital and receive from students in proportion to what it gives. To this end we at Guilford welcome each new academic generation in the ongoing process of regeneration and renewal.



## **THE COLLEGE AND THE COMMUNITY**

Molded by over a century of Quaker heritage, the 300-acre wooded campus of Guilford College is located on the northwestern edge of Greensboro, North Carolina. New Garden Friends Meeting and the North Carolina Yearly Meeting Offices of the Society of Friends are nearby, and Friendship Meeting holds unprogrammed meetings in the Moon Room on campus. Across the road is Friends Homes, a retirement community sponsored by the North Carolina Yearly Meeting of Friends, which shares health service facilities with the college and provides some internship and employment opportunities for students.

Historically the Guilford College neighborhood has a number of interesting associations. The first settlers, Quakers from Pennsylvania, came into "this majestic wilderness" about 1748 and named the place New Garden. Their monthly meeting was established in 1754; Dolley Madison's birth is recorded in the annals of New Garden Meeting. John Woolman's Journal includes a letter which he wrote to these "first Planters of Truth in the Province." In the graveyard behind New Garden Meeting, granite stones mark the graves of soldiers killed in the Battle of Guilford Courthouse, one of the last important engagements of the Revolutionary War. The battleground, now a national park, is four miles northeast of the campus.

Across Friendly Avenue from the college is the Quaker Village Mall. A post office, banks, medical offices and other business establishments are located in the Guilford College community. Greensboro itself, a city of approximately 157,000, offers various cultural, entertainment, and religious opportunities.

Guilford College is easily accessible from the Greensboro/High Point/Winston-Salem Regional Airport, three miles west, and Interstate 40, two miles south.

### **The Student Body**

Guilford College maintains an enrollment on its main campus of around 1,000 students, most of whom live on campus. About half of the students are from North Carolina, the rest representing a wide spectrum of states and several foreign countries. Many religious denominations are represented, with Quakers making up 11 percent of the study body.

The Urban Center on campus has an enrollment of about 650 commuting students, many of whom are employed in the Piedmont area and study

part-time at Guilford to complete their degrees or to increase their professional competence. Enrollment in the various degree programs, made up of both part-time and full-time students, is equivalent to approximately 450 full-time students.

Many administrative functions are coordinated between the main campus and the Urban Center; and classroom, library, and laboratory facilities, as well as most faculty members, are shared. In general, classes in each division are open to students enrolled in the other division.

## **LEARNING RESOURCES**

Guilford students are encouraged to work on their own, both within the structure of courses and in independent study projects. The full resources of the college are open to all students, and students are involved in the operation of libraries, laboratories, and other learning facilities.

### **The Library**

The Guilford College Library maintains one of the most qualitatively and quantitatively superior collections of any private senior liberal arts institution in North Carolina. Its collections support all areas of the curriculum with approximately 160,000 books, periodicals, and a variety of non-print media.

Guilford's concept of an undergraduate library is that it should be an active, integral part of the academic program. Consonant with this, the Library provides numerous services which reinforce and extend the instructional process. Among these are individual and group instruction in library research methods and paper writing, a current awareness service for faculty and students, and a developing multi-media program which makes available a wide array of learning devices such as video recorders, films, microfilms, phonodiscs, tapes, models, and games.

The Library also maintains five research and study areas with a seating capacity in excess of 300. Additionally it makes available seminar and typing rooms, small study rooms, individual study carrels, and two lounges for refreshment and review of newly catalogued additions to the collections.

Because of its historical, genealogical, and institutional significance, the Library's Quaker Collection holds a unique place among special collections of the Southeast. This library within the library contains rooms for research, historical artifacts, and a fire-resistant vault in which the

North Carolina Yearly Meeting of Friends has deposited over 600 manuscript books containing North Carolina records of the Religious Society of Friends dating from 1680.

### **Classroom Buildings and Laboratories**

The two main classroom buildings are Duke Memorial Hall and King Hall, which also houses the science laboratories.

The biology department has six well-equipped laboratories and an animal and culture room. The Edgar V. Benbow microbiology laboratory is completely furnished with a modern line of microbiology equipment, including Warburg respiratory equipment and a refrigerated ultracentrifuge for cellular metabolism studies. The physiology laboratory is exceptionally well supplied with tools for the study of animal and human functions. The department provides individual microscopes for each student, research microscopes for student use, and photographic equipment for recording any type of experimental study. Field equipment for ecology and marine biology courses is also available.

The five laboratories of the chemistry department are well equipped for experimental work at all levels. The Harvey A. Ljung instrumentation laboratory is available and is used by all courses. Through a grant from the Atomic Energy Commission, a radioisotope laboratory has been furnished with scalers, scintillation counters and isotope chemistry equipment. Through grants and gifts from industry, the equipment and instrumentation is continually being improved and extended, the most recent gift being a Varian nuclear magnetic resonance spectrophotometer.

The physics department laboratories house an atomic absorption spectrophotometer, a precision high field magnet, lasers, a research-grade nuclear magnetic resonance spectrometer, a multi-channel analyser, a Mössbauer spectrometer, modern nuclear counting gear, a holographic system, and an electronics laboratory designed for the use of integrated circuits for the construction of electronic devices. For astronomy, the college owns four six-inch Newtonian reflecting telescopes, a four-inch refracting telescope, and an eight-inch Celestron telescope, all equipped for visual spectroscopy and astrophotography. A significant part of the learning experience in the physics department takes place in the laboratory.

Geology laboratories provide space for a complete geology program. They are equipped with rock saws and lapidary wheels for the preparation of specimens, polarizing microscopes, photomicrographic facilities,

stream tables, and various field study devices. The college owns an extensive rock, mineral, and fossil collection to which additions are made through purchases and field trips.

The psychology laboratory provides for study and research in both human and animal behavior. Skinner boxes for animal studies; apparatus for studying human depth perception, illusion phenomena, and discrimination; tests for individual and group assessment; and mazes and mirror-drawing are utilized by students and faculty in the main laboratory or in individual research rooms, including a soundproof room, an electrically shielded room, and one-way vision observation rooms.

Much material and equipment is shared by all departments. An example is the new spectrophotometer with atomic absorption attachment which is used by the physics, chemistry, geology, and biology departments. The stockrooms and equipment of each department can be drawn on by any department.



The Price Language Laboratory, located in Duke Memorial Hall, incorporates the latest developments in electronic equipment. It contains 50 fully-transistorized booths in which students may receive lessons from master tapes or work independently with tapes of their own. The dual



console provides eight separate lesson sources, including a shortwave radio for receiving foreign broadcasts. The laboratory is open continuously each day as well as on certain nights for regularly scheduled groups and students who wish to work independently.

The Leak Audio Center, also located in Duke Memorial Hall, provides a setting for film viewing and demonstration lectures for groups up to 100.

### **The Computer Center**

The computer center, located in New Garden Hall, houses a DEC PDP-11/40 and provides time sharing services to the entire campus. Terminals, connected to the 11/40 from various points on campus, and a PDP-8/f in King Hall, remotely interfaced with the 11/40, provide students and faculty with a powerful tool for research, statistical and mathematical analysis, simulation models, data processing and management training. Introductory courses are offered in computer science, data processing and numerical analysis.

### **Dana Auditorium**

Dana Auditorium, which seats around 1,000 people, is used for major musical and dramatic events as well as for lectures, conferences, and commencement exercises. The building also contains the Moon Room, suitable in size and arrangement for unprogrammed Quaker worship, informal lectures and monthly faculty meetings. The south wing houses practice rooms for music majors and a large choir room for rehearsals and musicales. Offices for the religious studies and philosophy departments, classrooms, and small seminar rooms are on the second floor.

### **Founders Hall**

Founders Hall, rebuilt on the site of the first building of New Garden Boarding School, is the center for student activities. It also houses the art department, with studio space for painting, pottery, weaving, and photography classes. A gallery on the second floor is available for exhibits by students, faculty, and visiting artists.

### **Sternberger Auditorium**

Sternberger Auditorium adjacent to Founders Hall, has a seating capacity of approximately 400 and is equipped for stage productions, concerts,

lectures, films, and dances. The building also houses the drama department.

## The Gymnasium

Physical education classes and activity courses meet in the gymnasium. There, as well as on the playing fields and the tennis courts, participation is encouraged in intercollegiate and intramural sports for all students. A small lake is open for swimming in the spring and summer.



## **THE CONSORTIUM**

In order to expand the number and variety of educational opportunities for students, in 1968 Guilford College joined with two other nearby private, church-related, liberal arts institutions, Bennett College and Greensboro College, to form the Greensboro Regional Consortium, Inc. Students registered in any of the three colleges may, with the academic dean's approval, take courses at the other two colleges for full credit and without additional registration. A shuttle bus transports students between the three campuses in Greensboro.

The three colleges, operating on a common calendar, share majors in art, chemistry, drama and speech, French, geology and earth science, music, political science, Spanish, and special education for teacher training in the areas of learning disabilities, mental retardation, and the emotionally disturbed. They also share library resources and a clinical psychologist.

The consortium conducts a joint summer school. Two five-week sessions are offered on the Greensboro College campus, and a ten-week evening session is held on the Guilford College campus through the Urban Center. Courses are taught by faculty members from all three institutions. The summer sessions are designed primarily for students wishing to accelerate their academic programs, incoming freshmen beginning their college work early, and teachers or prospective teachers renewing or initiating their certification.

A special Summer Scholars Program allows rising high school seniors with high academic potential to enroll for college-level courses designed to provide a challenging and enriching experience. Should the student decide to attend Guilford College, these courses will count toward graduation.

Students from other than the consortium colleges who wish to enroll for the summer term are required to submit a statement of good academic standing from their dean or registrar with their application. Information about summer programs is contained in a summer school catalog printed early in the spring. Address requests to the director of admissions.

## **ACCREDITATION AND AFFILIATION**

Guilford College is accredited by the Southern Association of Colleges and Schools and by the National Commission of Accrediting and is on the list of colleges and universities approved by the American Medical Association and the North Carolina State Department of Public Instruction.

Credits earned at Guilford are accepted at face value in admission to graduate and professional schools and in certification of teachers.

Guilford College holds memberships in a number of organizations formed by colleges and universities: the Association of American Colleges, the American Council on Education, the American Association of Higher Education, the North Carolina Association of Independent Colleges and Universities, and the North Carolina Foundation of Church-Related Colleges. Guilford College's religious affiliation is with the Society of Friends.

## **NOTICE OF NONDISCRIMINATORY POLICY AS TO STUDENTS**

Guilford College admits students of any race, color, religion, sex, age, national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, religion, sex, age, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administered programs.

# ACADEMIC PROGRAMS

## STATEMENT OF PURPOSE

"Guilford College is an educational community which strives to further personal growth, intellectually and spiritually, among its students and faculty by sharing fully in a number of rich traditions. Among these are a liberal arts tradition which values academic excellence and stresses the need in a free society for mature, broadly educated men and women; a tradition of career development and community service which provides students, whatever their age or place in life, with knowledge and skills applicable to their chosen vocations; and the Quaker-Christian tradition which places special emphasis on helping individuals to examine and strengthen their values, recognizing that the wise and humane use of knowledge requires commitment to society as well as to self.

"The Quaker faith stresses candor, integrity, tolerance, simplicity, and strong concern for social justice and world peace. Growing out of this faith the College emphasizes educational values which are embodied in a strong and lasting tradition of coeducation, a curriculum with intercultural and international dimensions, close personal relationships between students and faculty in the pursuit of knowledge, faculty governance by consensus, and commitment to the value of lifelong growth through education.

"While Guilford College expects each student to develop a broad understanding and appreciation of the important elements of our intellectual and social heritage and at the same time to develop a special competence in one chosen discipline, there is ample flexibility in its curriculum to encourage each student to pursue a program of studies characterized by responsible, independent choice particularly suited to personal needs, skills, and aspirations. There is full acceptance of those traditional goals and methods which have proven their value in the past; yet the College also encourages innovation through the use and development of new approaches to teaching and learning. Guilford particularly seeks to explore and to clarify the interdisciplinary nature of all human knowledge and to develop a capacity to reason effectively, to look beneath the surface of issues, and to draw conclusions incisively, critically, and with fairness to other points of view.

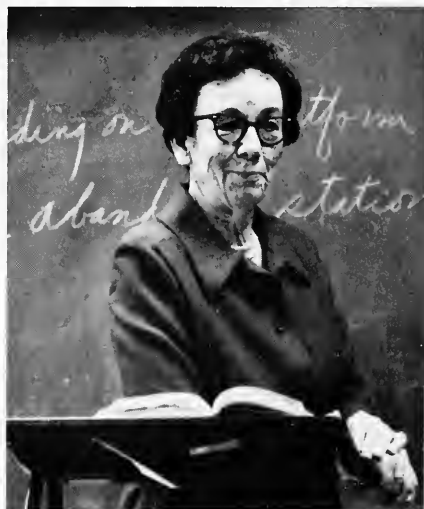
"The College desires to have a 'community of seekers,' individuals dedicated to shared and corporate search as an important part of their lives. Such a community can come about only when there is diversity throughout the institution—a diversity of older and younger, a diversity of

race and origin, a diversity of beliefs and of what is valued among individuals. Through experiencing such differences and contending points of view there is hope of freeing ourselves from unconscious bias and of helping one another in the search. In this way each member of the College confronts the important questions of moral responsibility, strives for personal fulfillment, and cultivates respect for all individuals in an environment wherein convictions, purposes, and aspirations, which are deeply felt but difficult to articulate, can be carried forward."

(Adopted by the Guilford College Board of Trustees October 26, 1974.)

These phrases assume a concrete meaning as students and faculty meet in classrooms and laboratories or talk informally on campus, in student lounges, or in the dining hall. Liberal education is not a mold into which student minds are pressed, but a tool in the development of mature and aware individuals, capable of analyzing the personal and public issues which confront them and of choosing with perception and integrity the course of their own lives.

Guilford College stresses academic excellence, personal growth, and responsible choice. Within a basic framework designed to acquaint them with the best in the diverse cultural traditions of the world, students are encouraged to create individual programs, selecting from a wide variety of alternatives those subjects which have most to contribute to their own personal development. Faculty advisers are readily accessible to assist students in exploring their interests and abilities and in relating their course of study to future plans.



Since students with varied talents and aims may profit from different methods of instruction, Guilford offers a selection of educational experiences. Most courses combine lectures and discussion or laboratory, with research papers and examinations. In addition, seminars, demanding more direct participation by the student, are available from the freshman to senior level, and opportunities for independent study are provided by most departments. Off-campus learning experiences are encouraged, and students are assisted in designing internships in the community. For particularly mature students, an alternate Curriculum II allows advanced independent work extending over the entire course of study in the junior and senior years.

Guilford's faculty of approximately eighty full-time teachers and a number of qualified lecturers and assistants is sincerely committed to undergraduate teaching and sees learning as a common venture into the vital questions of human life. Student enrollment is limited so that a low student-faculty ratio of around 16/1 offers students access to faculty direction in their studies in academic counseling, and in enriching personal association.

## **DEGREES OFFERED**

Guilford College offers a variety of degrees in different fields. The Bachelor of Arts degree may be awarded in any major except accounting, administration of justice, and management, but graduates with majors in biology, chemistry, mathematics, physics, and psychology are awarded the Bachelor of Science degree unless they request a Bachelor of Arts. Majors in geology, political science, sociology, and special education may plan programs leading to either degree. Through the Urban Center the college offers the Associate of Arts and the Bachelor of Administrative Science degrees in accounting, management, and administration of justice. Main campus students may be awarded the Bachelor of Science degree in these three fields. The art major, offered through the Greensboro Regional Consortium, may lead to either the Bachelor of Arts or the Bachelor of Fine Arts degree. The Bachelor of Music Education degree and the Bachelor of Music degree in applied music, the history and literature of music, or theory and composition are offered through the consortium, with all courses in the major taken at Greensboro College.

## **GRADUATION REQUIREMENTS**

For graduation the student usually is required to complete thirty-two courses (128 credit hours, equal to 128 semester hours) of academic work

with a C (2.00) average. Students taking academic courses on a pass/fail basis will qualify for graduation if they maintain a C average in their regularly graded courses. Students graduating under Curriculum II qualify for graduation if they maintain a C average in courses below the junior level; however, a higher average will ordinarily be required of students wishing to enter this program. Curriculum II students must receive certification of satisfactory completion of their programs from the major department.

An alternate route to graduation is the completion of 128 credit hours with grades of C or better, with at least 64 hours being earned at Guilford. In this case a specific grade point average is not required. While this route to graduation may be more lengthy, it does enable a consistent C student to overcome one semester of poor work. Students who choose this route to graduation will have all grades recorded on their transcripts, but only grades of C or better will count toward graduation.

Normally a minimum of two semesters of study at Guilford College is a prerequisite for graduation. Degree candidates are expected to be enrolled at the college during their last semester of study, and to complete at least half their major courses at Guilford or one of the other consortium institutions.

Main campus seniors anticipating graduation file their applications for degree candidacy with the registrar in New Garden Hall. Prospective Urban Center graduates file their applications with the associate registrar for the Urban Center. The applications must be filed at least one semester before the anticipated date of graduation.

## **CORE REQUIREMENTS**

Although the emphasis in the Guilford College curriculum is on flexibility and free choice, certain core courses are required of every student. Two courses in "Being Human in the Twentieth Century" are designed to provide a common learning experience for all students. Ordinarily two English courses are required, to develop the writing skills basic to a liberal arts education. Two courses to satisfy the intercultural requirement reinforce the traditional Quaker concern for international understanding and world peace.

### **Being Human in the Twentieth Century**

Usually students enroll in the first course of Being Human in the Twentieth Century (101) during the first or second semester of their freshman year



and the second course (401) in their senior year. Transfer students above the freshman level are not required to take BHTC 101 but must take BHTC 401.

The Being Human in the Twentieth Century 101 course is taught in small discussion groups by a team of professors from several different departments. The course centers around questions pertinent to life in the twentieth century and attempts to involve student and faculty participants in a quest to discover their own tentative answers to the implied question in the course title. Interdisciplinary in approach, the course focuses on the understanding of ideas about today's world, the premises on which these ideas are based, and their consequences for the individual student. Critical thinking, thoughtful discussion, and coherent writing are integral parts of the course.

Being Human in the Twentieth Century 401 is a series of interdisciplinary courses, one of which is required of every student. These courses are designed to provide a capstone experience during which students, drawing upon the experience gained from previous college work, explore contemporary issues from many different viewpoints and disciplines and consider their own discipline in a broader context. Course topics include Science and Religion, Technology and Society's Response, and Politics and Social Change.

Selected students serve as teaching assistants in the Being Human in the Twentieth Century courses, receiving 0-4 hours of credit. They are graded on a pass/fail basis.

## **English**

In the alternate semester of the freshman year, when they are not enrolled in Being Human in the Twentieth Century 101, students enroll in an English course determined by their placement on the English Essay Test administered to all freshmen upon registration. The normal sequence of required English courses is English 150—Intermediate Composition and Literature, taken during the freshman year, and English 200—Advanced Composition and Literature, during the sophomore year.

Students who show a need for additional work in grammar and composition on the English Essay Test are enrolled, on a pass/fail basis, in a basic composition course (110) prior to the required sequence of English courses. For these students the English core requirement is three instead of two courses. On the other hand, students showing marked proficiency on the English Essay Test may reduce their requirement in English to only one course (200). Students who do exceptionally well in

English 150 or other courses involving writing may be exempt from English 200 or permitted to substitute a specified literature course involving substantial writing. Application for exemption must be made no later than the end of the third semester through the academic adviser to the English department.

The two ordinarily required English courses stress composition, with emphasis on the skills needed to write papers and essay examinations. In addition, the courses are intended to develop the student's sensitivity to the general uses of the language and an awareness and critical understanding of literary art through reading and discussion. The teaching of writing skills is not solely the responsibility of the English department, however. Staff members in the freshman course, *Being Human in the Twentieth Century*, emphasize the importance of writing, and faculty members in general demand a high quality of writing in their courses.



### **Intercultural Requirement**

The two-course intercultural requirement for the core curriculum is fulfilled by one course in non-Western studies, and either one foreign language course at the 201 level or an experience abroad approved for four hours of credit by the Committee on Extended Programs and the Curriculum Subcommittee.

The purpose of requiring a course in non-Western studies is to encourage students to expand their horizons beyond the American-European tradition to the cultures of Asia and Africa as well as primitive cultures, and to examine the patterns of thought, religious and philosophical traditions, modes of artistic expression, social structures, and ways of life found in cultures other than their own. Courses in non-Western studies may be taken in the student's major field but may not count for both the major and the core requirement. Questions about course selection or independent study in non-Western studies should be directed to William Beidler, associate professor of philosophy and director of the non-Western studies program.

The second portion of the requirement recognizes the fact that European cultures are also different from American culture, and knowledge of a language other than English or even a brief residence in a non-English speaking country immensely broadens the perspective of the American student. Guilford College offers language study in Esperanto, French, German, Greek, Italian, Latin, and Spanish. A foreign language proficiency test is available for freshmen upon registration. Through scores on this test students are placed in either 100 or 201 level language courses, or may be exempted from the language requirement entirely. Students placing in the 100 level must take both 100 and 201 to satisfy the language requirement.

Candidates for the Bachelor of Administrative Science degree in accounting, administration of justice, or management must take a non-Western course but are not required to take a foreign language.

## **DISTRIBUTION OR AREA REQUIREMENTS**

One purpose of a liberal arts education is to open the student to the broad range of ideas and modes of experience represented in various academic disciplines. Therefore, each Guilford student is required to meet distribution requirements in the divisions of the curriculum other than the one in which his or her major falls: the creative arts, the humanities, the sciences, and the social sciences.

The creative arts requirement is one course in art, comparative arts, creative writing, music, or drama. Majors in art, music, or drama and speech are exempt from this requirement.

The requirement in humanities is one course in classics, history, or literature (in translation or in languages other than English) and one course in either philosophy or religious studies. Foreign language,

English, history, philosophy, and religious studies majors are exempt from the humanities requirement. Two courses in the humanities are required of candidates for the Bachelor of Administrative Science degree, but it is not necessary that they represent the two subdivisions.

The requirement in the sciences is one science course with a laboratory and either a second science course, with or without a laboratory, or a designated mathematics course. Majors in biology, chemistry, geology, mathematics, or physics are exempt from this requirement. Candidates for the Bachelor of Administrative Science degree may satisfy the requirement with any two science or mathematics courses.

In the social sciences of economics, political science, psychology, and sociology, two courses are required which must be in two different departments. Students majoring in accounting, administration of justice, economics, education, management, physical education, political science, psychology, or sociology are exempt from the social sciences requirement.

Area exemption for humanistic studies majors is decided by the Humanistic Studies Council on an individual basis.

The intent of the distribution requirements is to expose the student to as many disciplines as possible. For example, students who fulfill the non-Western studies requirement with a course in religious studies should satisfy part of the humanities requirement with a course in philosophy, unless a definite rationale for not doing so can be established.

Not every course listed in departmental offerings satisfies the distribution requirements. To be acceptable, courses must be approved by the Curriculum Subcommittee. Such courses are listed each semester by the registrar on the class schedule.

Testing out of courses which satisfy distribution requirements may be initiated by the student. Appropriate fees may be charged for such placement examinations.

## **DEPARTMENTAL MAJORS**

In addition to fulfilling core and distribution requirements, each student selects a major field of specialization and usually completes eight courses (32 credits) in that field. Majors seeking the Bachelor of Administrative Science degree in accounting, administration of justice, or management complete ten courses. The choice of a major is one of the most important decisions facing students, involving both the nature of

their college experiences and the direction of their lives. Students are encouraged to explore a variety of fields and examine thoughtfully their own talents and purposes before coming to a decision.

Guilford College offers the baccalaureate degree in twenty-four academic disciplines and an interdisciplinary major in humanistic studies. Two-year programs leading to the Associate of Arts degree are offered in accounting, administration of justice, and management.

Students selecting majors in the following fields may complete all of their work on the Guilford College campus: accounting, administration of justice, biology, chemistry, economics, elementary education, English, geology, history, humanistic studies, management, mathematics, philosophy, physical education, physics, political science, psychology, religion, sociology, and Spanish. Art, drama and speech, French, and special education majors take part of their work at Guilford College and part at Greensboro College. The entire music major must be taken at Greensboro College.

## **THE RELATED FIELD**

In addition to the eight courses for a major, four courses are required in a related field. These courses enable students to expand their areas of concentration and relate them to individual plans and interests. Related courses may be chosen from the major fields listed above, or from a number of special concentrations.

## **ELECTIVES**

The number of electives available to students depends upon advanced placement in English and/or foreign language and their ability to test out of other required courses. Ordinarily eight or nine elective courses are possible. These may be taken in any department or field.

## **ALTERNATIVE PROGRAMS OF STUDY**

Most students complete their degrees by choosing a departmental major and meeting the requirements of the regular curriculum. However, alternative programs of study and special study opportunities add flexibility to the curriculum and permit students to tailor their courses of study to their own particular needs.

## **The Major in Humanistic Studies**

In addition to departmental majors, a non-departmental interdisciplinary major is offered in humanistic studies. Intended for serious students whose interests focus between or outside traditional departmental lines, the humanistic studies major allows students to define their own fields of concentration and to build coherent programs suited to their personal needs and career plans. Each student can draw upon the total resources of the college—departmental offerings, independent study, and off-campus experiences—but must assume personal responsibility for defining and integrating his or her field of concentration and for planning the project which is its culminating experience.

Students interested in such a major are encouraged to talk with Ted Benfey, Dana Professor of Chemistry and History of Science, or Jerry Godard, Jefferson-Pilot Professor of Humanistic Studies and Psychology, members of the Humanistic Studies Council. The council, consisting of three faculty members, the academic dean, and three students majoring in humanistic studies, admits students to the major, advises them, and approves individual programs.

Although students may declare themselves humanistic studies majors as early as their freshman year, they make the formal application for admission to the program in the fall of their junior year. At that time each student must submit in writing a proposal presenting a rationale for being a humanistic studies major; a coherent program of study made up of twelve courses and/or independent studies taken or proposed, including at least four courses on the junior or senior level; a tentative plan for the project culminating the program; and the name of a faculty member, within or outside the council, willing to advise the culminating project. Some recent projects include Humanistic Psychology and the Scientific Revolution, Women as Artists in the Nineteenth Century, and The Ethical Considerations of the Use of Power.

## **Curriculum II**

Curriculum II is an alternative program of study enabling students in their junior and senior years to pursue their major and related studies independently, under the general supervision of their major professors. It is open to students who in their first two years at Guilford College have demonstrated superior intellectual ability, imagination, and self-direction as well as a high level of academic achievement.

All core and area requirements except the non-Western requirement and BHTC 401 should be completed before the student enters Curriculum II. These two courses may be taken in the junior year after the student is enrolled in the program. The junior year involves directed study and writing of papers in the major and one related field, with oral and written examinations in the major. The senior year continues independent study in the major and a second related field, followed by oral and written examinations in the major. The degree is granted on the strength of the oral and written examinations and the writing of a senior thesis.

Students interested in Curriculum II should apply through their department chairpersons in the second semester of their sophomore year.

Nominations from department chairpersons are acted upon by the faculty Curriculum Subcommittee. An evaluation committee composed of the department chairperson and professors from the two related fields is appointed for each student admitted to Curriculum II. Evaluation of all work done under Curriculum II and certification for the degree are the responsibility of the evaluation committee. A student may be removed from Curriculum II on the recommendation of the evaluation committee and the faculty Curriculum Subcommittee. Such recommendations must be supported by a written appraisal of the student's work.

## **COOPERATIVE PROGRAMS**

Guilford College offers cooperative programs in several areas with other schools. However, admission to Guilford does not automatically qualify students for admission to a cooperative program. Students must apply to the school offering the cooperative program which interests them, and their admission is the prerogative of that school. Arrangements with new cooperative programs can be made upon approval of the faculty and the academic dean.

### **Forestry and Environmental Sciences**

A cooperative program with Duke University in Durham, North Carolina, allows a Guilford student to do graduate study in forest resources at Duke's School of Forestry during the senior year and receive a baccalaureate degree from Guilford. As graduate degrees in forestry are granted in a number of areas of scientific training, interested students should consult early in their freshman year with Robert Bryden, Dana Professor of Biology, or William Fulcher, associate professor of biology.

## **Medical Technology**

Through an affiliation with the Bowman Gray School of Medicine in Winston-Salem, North Carolina, a student may complete three academic years at Guilford and one calendar year of work in the medical technology program at Bowman Gray to receive a certificate in medical technology from the School of Medicine and a baccalaureate degree from Guilford College. Since this program is very rigorous, interested students need to plan their course of study very carefully in consultation with Robert Bryden, Dana Professor of Biology. Usually students entering this program major in biology.

## **Engineering**

A dual-degree program has been arranged by Guilford College in cooperation with the Engineering College of Georgia Institute of Technology, whereby the student completes three academic years at Guilford and two years at Georgia Institute of Technology. After satisfying the academic requirements of the two cooperating institutions, the student receives a baccalaureate degree in physics or chemistry from Guilford and one of the designated bachelor's degrees in engineering from Georgia Institute of Technology. Qualified students may arrange to enter the master's degree program in engineering. Early in their college careers students interested in this program should consult with Rex Adelberger, associate professor of physics.

## **Physician's Assistant**

A cooperative program with Bowman Gray School of Medicine allows a student to complete three academic years at Guilford and then to enroll at Bowman Gray School of Medicine in a 24-month training program in clinical and specialty areas. Upon successful completion of the program at Bowman Gray the student receives a baccalaureate degree from Guilford College and a physician's assistant certificate from Bowman Gray School of Medicine. Interested students should talk with Robert Bryden, Dana Professor of Biology.

## **PRE-PROFESSIONAL PROGRAMS**

### **Pre-Law**

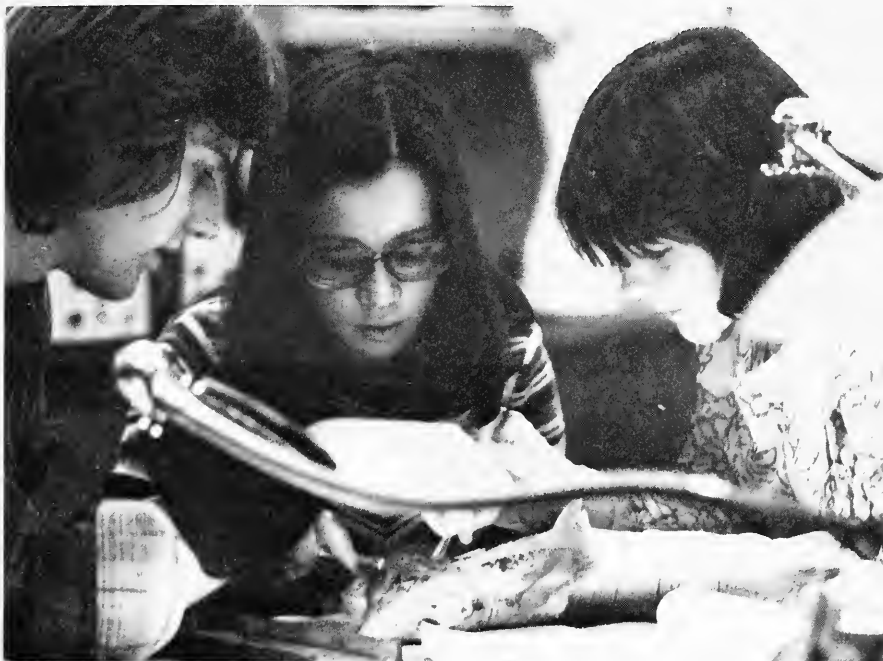
While there is no standard pre-law curriculum, preparation for law school can be made through a variety of academic disciplines. Central to the



qualities Guilford attempts to develop are those recommended by the Association of American Law Schools: effective use of language, insight into human institutions and values, and the ability to think clearly, carefully, and independently. Students planning a pre-law program should include courses in logic and accounting as well as an in depth exploration in at least one area of study. The Law School Aptitude Test should be taken no later than the first semester of the senior year. Pre-law advisers at Guilford are Alexander Stoesen, associate professor of history, Frederick Parkhurst, professor of economics, and William Carroll, professor of political science.

### **Pre-Dentistry, Pre-Medicine, Pre-Veterinary Medicine**

Most pre-dental, pre-medical, and pre-veterinary medicine students concentrate on courses in the natural sciences, yet they gain the breadth of knowledge inherent in a liberal arts curriculum. Guilford College can provide the undergraduate with a solid background in the prerequisites for professional school admission, including inorganic and organic chemistry, biology, physics, mathematics, and foreign language. Although a major in science is not required, interested students should talk with Robert Bryden, Dana Professor of Biology.



## **POST-PROFESSIONAL PROGRAM**

### **Anesthesia Nurses**

Guilford College offers an opportunity for students who have completed a program in anesthesia for nurses at a medical center to obtain a Bachelor of Science degree in biology. The cooperative program assists anesthesia specialists in advancing their professional stature with a minimum amount of duplication of academic courses within the framework of a liberal arts education. Upon request Robert Bryden, Dana Professor of Biology, will evaluate past studies and plan a degree completion program for interested applicants.

## **CERTIFIED PUBLIC ACCOUNTANT PREPARATION**

The baccalaureate degree program in accounting is designed to provide a solid foundation for students who plan to enter the professional practice of accounting and secure, through state examination, the status of Certified Public Accountant. Students interested in this program should talk with Mary Greenawalt, assistant professor of accounting.



## **CONCENTRATIONS**

In certain areas where Guilford College does not offer a major, enough courses are available to provide a useful concentration which may serve as a related field. Such concentrations are designed to enrich the student's educational program and to widen his or her employment opportunities.

### **Classics**

In order to acquaint students with their historical and humanistic heritage, the classics department offers a wide array of courses in the classics and the classical languages, providing a suitable related field for several major disciplines. See Chapter V for a detailed listing of courses.

### **Environmental Studies**

The environmental studies concentration gives students majoring in the social or physical sciences the opportunity to relate their major fields to problems facing the world's environment today and tomorrow. The program consists of four courses; Ecosystems (Biology 212), Environmental Geology (Geology 231), Law and Society (Political Science 213), and Demography (Sociology 318). A one-hour course on environmental impact analysis is also offered. During their senior year students take Environmental Systems Planning, a one-year seminar/independent study course combining classroom work on actual control systems with practical experience in the field, culminating in a thesis-type project.

The faculty for the environmental studies program is involved in a broad variety of public issues, ranging from arguments on utility rates before the North Carolina Utilities Commission to presentations on the use of off-road vehicles with the national Forest Service, from work on population dynamics and demography in Guilford County to studies of the long-term availability of water for the Piedmont area. There is constant opportunity for student participation in these activities.

Students interested in this concentration should see Robert Bryden, Dana Professor of Biology, or Donald Gibbon, assistant professor of geology and earth science.

### **The History of Science and Technology**

Science and technology have been among the primary shapers of human life from before the dawn of recorded history, and are perhaps the primary

determinants of change in modern civilization. Taken together, they are recognized increasingly as a legitimate field of investigation not only to the historian and scientist but also to those interested in government, industry, and the health professions.

Each course in this concentration is interdisciplinary in method and usually team-taught by faculty from at least two departments. Through coordination with a parallel program at the University of North Carolina at Greensboro, the concentration offers a choice of courses comparable to what normally can be offered only by a major department. Each student designs a curriculum in consultation with a program adviser, and upon graduation receives a letter from the program faculty describing his or her participation. This may be used to supplement the college transcript in seeking employment or graduate education.

Usually the student begins the program with the course History of Science (Chemistry/History 335) and completes it by choosing at least three additional courses from the program offerings. These courses currently include History of Technology (Physics/Chemistry 450), History and Philosophy of Oriental Science (Philosophy/Chemistry 450), and History of Medicine in America (History/Biology 204).

For general background the student in this concentration is expected to take one European and one American history course (usually History 101 and 303), two introductory laboratory courses from one discipline, and a third course from any other scientific discipline or mathematics. One of the history courses can be used to partially fulfill the humanities requirement and two of the science courses can be used to meet the science requirement.

Interested students should talk with Ted Benfey, Dana Professor of Chemistry and History of Science.

### **Non-Western Studies Concentration**

Although at present a major in non-Western studies is not offered, it is possible to focus on Asian studies within the humanistic studies major. A combined focus is also possible in most currently offered majors such as philosophy, history, or sociology; for example, sociology with a focus on Asian studies. The individual program of study is designed with the major adviser in conjunction with an adviser from the non-Western studies concentration staff. This combined focus is also possible through Curriculum II.

Courses applicable to this concentration are those designated in the course descriptions as fulfilling the non-Western requirement. They

include Non-Western Literature, Eastern Philosophy: China and Japan, Asian Political Systems: South and Southeast Asia, Cultural History of Latin America, and Non-Western Civilization.

Students interested in planning a program in this concentration should see William Beidler, associate professor of philosophy and director of the non-Western studies program.

## **Secondary School Certification**

Students who plan to teach in secondary schools major in the academic subject of their choice and take professional courses required for certification in the education and psychology departments.

Interested students should confer not only with Gwen Reddeck, director of secondary education, but also with the chairpersons of their major departments, since approval by both the education department and the major department is necessary before the student enters the teacher education program and student teaching.

## **Social Services**

The concentration in social services is a multi-disciplinary program offered cooperatively by the departments of education, management, psychology, and sociology. Serving as a related field for psychology or sociology majors, it requires courses in Psychology of Adjustment, Introduction to Social Work, Budgeting and Fiscal Accounting, Personnel Administration, and Field Work. It is designed to give the student who is well trained in a chosen field additional understanding of a broad spectrum of related areas which will enhance employment opportunities in agency administration, research, case work, and community organization. Interested students should talk with Andy Gottschall, associate professor of sociology, or Richie Zweigenhaft, assistant professor of psychology.

## **SPECIAL STUDY OPPORTUNITIES**

### **Interdisciplinary Courses**

Interdisciplinary study takes many forms in the Guilford curriculum. There is one academic major, humanistic studies, which draws its courses from several departments. The regular curriculum includes intercultural studies, taught in a number of different disciplines, the required Being Human in the Twentieth Century courses, and numerous concentrations that cross disciplinary lines. Comparative Arts I (FA 301), which can satisfy the creative arts requirement, focuses on the materials of painting, literature, and music, their effect on the modes of existence of the various arts and on complete art works, and the validity of analogies between the arts. Comparative Arts II (FA 302) discusses the problem of order and spontaneity in art and the relation of artistic perception to political and philosophical systems as exemplified by the shift from neoclassicism to romanticism in Western Europe.

There are also many opportunities to earn elective credit in upper level courses that take an interdisciplinary approach, such as Science and Religion, Anthropology of Religion, or Sociology of Medicine and Health. These courses, all numbered 450, are not offered on a regular basis but as student interest warrants or a department desires to make them available.



## **Independent Study, Thesis, Departmental Honors Work**

The various departments of the college offer independent study opportunities under the 460 course number. The nature of the undertaking varies with the major field, but the essential element is the student's initiative in shaping the terms of the investigation and evaluating its results. Students may register for a maximum of two independent study courses each semester, with approval of the Curriculum Subcommittee required for registration for more than two. All independent study projects must be approved by a supervising instructor who is available for consultation throughout the project, and by the chairperson of the department in which credit is to be earned. A specific proposal for the independent study project should be prepared prior to registration and filed with the supervising instructor, department chairperson, registrar, and academic dean.

The writing of a senior thesis may be undertaken as a separate project or as the culmination of a program of independent study. The format of the paper is determined by the major department according to professional standards, and the thesis should represent both serious research and independent thought.

For students with a 3.5 average in their major most departments offer an honors program consisting of extensive reading, independent study, and perhaps a research paper. The study is evaluated in an oral examination conducted by three members of the faculty and a visiting examiner and is open to all persons wishing to attend.

## **Internships**

A variety of internships, numbered 290 in the curriculum and carrying four hours of credit, offers unique learning experiences for students by providing them with part-time positions in public or private agencies off campus at the same time they are enrolled in regular on-campus classes. Internships are open to students of sophomore standing with a cumulative grade point average of 2.5 or better. Applications for an internship, approved by the student's adviser and the academic dean, must be filed with Dick Coe, director of career development and placement, prior to preregistration for the semester in which the internship is to be undertaken. The student, in conjunction with on-campus and off-campus supervisors, develops a tentative contract stating both work and academic objectives of the internship and, with the on-campus supervisor, a means of evaluating the experience at its conclusion. A maximum of twelve credit hours obtained through internships is applicable to degree requirements.

## **Off-Campus Education**

Students may enrich their learning experience through a wide variety of off-campus programs, either in the United States or abroad. Information about these programs may be obtained from Claude Shotts, director of off-campus programs.

One-week off-campus seminar programs enable students to learn firsthand more about our contemporary society and its major problems and trends. In these seminars students may study urban life or the arts in New York City, come to understand more fully the black experience in Georgia and Mississippi, investigate the workings of the national government in Washington, D. C., become acquainted with educational innovations in Philadelphia, or explore coastal ecology in North Carolina or marine science in Florida. One hour of credit is granted for each seminar, and the college provides faculty leadership. Expenses for the student are minimal—personal expenses plus sharing in the car pool for travel. The dining hall makes a refund for meals that are missed.

Guilford offers two types of foreign study programs. Seminars Abroad is a ten-week travel-study program led by Claude Shotts and Ruth Rothe in which students visit ten to twelve countries in western and eastern Europe. The program includes seminars with political leaders, meetings with European students, and visits to art galleries, museums, historical sites, and cultural events. Approximately one-half of the time in each city is programmed, with the remaining time free for individual interests. Travel is by air, boat, and train. The cost, around \$2,000, covers travel, rooms, two meals a day, sightseeing, and programs. Guilford students may earn four hours credit for this program.

Guilford also operates, in cooperation with the University of North Carolina at Greensboro, summer school programs in England, France, Greece, East and West Germany, Russia, and Spain. Each of these programs, staffed by faculty members of the two institutions, offers two courses appropriate to the respective country. Emphasis is placed on direct experience in art, contemporary history, cultural life, drama, and language. The summer programs are nine weeks in length, with six weeks for formal study and three weeks for individual travel. The cost of tuition, travel, rooms, and meals is approximately \$1,100 for the six weeks period. These programs are open to students from other colleges, and brochures may be obtained from the Center for Off-Campus Education. Guilford students may earn eight hours of credit for each summer school program.



## **Summer School or Semesters at Other American or European Institutions**

Guilford students with a cumulative C average may attend summer school at other accredited colleges and universities. Since only courses, not quality points, can be transferred back to Guilford, students with academic deficiencies should attend summer school at Guilford College. To attend summer school at other institutions, students must have their courses approved by their advisers and obtain a letter from the academic dean certifying their good standing.

When consistent with their educational goals and interests, Guilford encourages its students to study for a semester or a year at other American institutions or in a European university. Procedures to be followed are the same as those required for summer school attendance at other institutions.

## **Women's Studies**

Although there is no major or concentration in women's studies at Guilford College, a program, under the direction of Carol Stoneburner and initially funded by Title III through the Greensboro Regional Consortium, has made possible a series of workshops for concerned students and faculty, and an interdisciplinary course, Images of Women in America, taught by Carol Stoneburner, coordinator of women's studies, and John Stoneburner, associate professor of religion. Under the 450 designation other courses such as Women in Politics, Women in Seventeenth and Eighteenth Century Literature, and the Myth of the Feminine have been included in the curriculum.

## **Pass/Fail Grading**

Guilford College offers a few courses that are exclusively graded pass/fail. In addition, to encourage them to broaden their course selections, the college offers students above the freshman level the opportunity to elect one course each semester on a pass/fail basis. If a student elects pass/fail grading during the first week of the term and subsequently meets all the normal requirements of the course at the C level or above, he or she will be awarded credit for the course with a grade of P. Unsatisfactory progress will be indicated with a mark of F. Neither grade will affect the student's grade point average.

Consent of the instructor is necessary to take a course under pass/fail. Students who decide to adopt this option will not be allowed to change

their registration. The pass/fail option may not be used in courses required in the student's major field or in any other required course.

### **The Evening Program**

A complete evening program is offered at the college's Urban Center, designed mainly for students who are employed in the Piedmont area and study part time at Guilford to complete degrees or to increase their professional competence.

Mainly courses are offered to support majors in accounting, administration of justice, and management. In addition, all baccalaureate degree requirements in chemistry, geology, mathematics, physics, psychology, and sociology may be satisfied through evening classes. These courses are taught by regularly employed college faculty or by specialists from the community. Liberal arts courses required for a Guilford College degree are also offered. All courses carrying academic credit are identical with those offered on the main campus.

Day classes are also available at the Urban Center, and students enrolled there may register for daytime courses on the main campus, just as main campus students may enroll in evening courses. Rotating classes, identical day and evening sections of the same course, are arranged for students with variable schedules, such as law enforcement officers.

### **THE HONOR CODE**

In academic affairs Guilford College operates according to an honor system, symbolized by the honor pledge traditionally inscribed by students at the end of written work submitted for credit: "I have been honest and have observed no dishonesty." It is assumed that all members of the college community will respect the principles of honesty and mutual trust embodied in the honor code. Individual students are responsible for preparing their own work in every class. They are expected to understand the meaning of plagiarism and to avoid all suspicion of plagiarism in papers prepared outside of class. Furthermore, students are expected to neither sanction nor tolerate violation of the honor code by others.

Faculty members or students strongly suspecting that a student has not been honest in academic work and having evidence to support this suspicion should refer the case to the appropriate faculty-student agency for consideration. In all such cases, the rights and reputation of the suspected student must be protected.

## **SCHOLASTIC HONORS**

### **The Dean's List**

The Dean's List is composed of the names of students carrying at least eight hours of academic work who in the previous semester have made a B+ (3.50) average. Sophomores, juniors, and seniors on the Dean's List are not responsible for daily preparation but are required to take announced quizzes and examinations and to prepare all assigned written work.

### **College Marshals**

At the regular faculty meeting in March, the faculty elects twelve members of the sophomore class to serve as college marshals. All members of the class with a B (3.00) average are eligible. The marshals serve at commencement and public functions for the following year. The student receiving the highest number of votes is designated chief marshal.

### **Dana Scholars**

Dana Scholars are selected from the rising sophomore, junior, and senior classes on the basis of character, scholarship, and leadership. The scholarship may be renewed if the student maintains a B (3.00) average and continues his or her leadership activities. See page 69 for further information.

### **Scholarship Society**

The Guilford College Scholarship Society was organized in 1937, the centennial year of the college, for the express purpose of encouraging and recognizing high academic achievement. Students with cumulative grade point averages of 3.50 are eligible for election upon passing 60 credit hours of academic work, faculty members belonging to Phi Beta Kappa or Sigma Xi are eligible in their second year at Guilford, and honorary members are elected on the basis of published writings.

### **Departmental Honors**

Please refer to the preceding section in this chapter, Special Study Opportunities, page 37.

## **Graduating Honors**

Honors are awarded graduating seniors who during their college career have attained a quality point average of 3.50. High Honors are awarded seniors who have attained an average of 3.70.



# **CAMPUS LIVING**

A college is an intentional community, a gathering of individuals who have chosen a common time and place as the context of their learning experience. For you, the individual student, a college can be many things. It can be a place to "stop over" as you develop the skills to prepare for a vocation. It can be a place to become involved in the world of ideas, thought, and creativity. It can provide a unique way to look at the world. It can be a place to refine and polish an approach to human relationships. It is often a place to put your values and commitments to work and to test them. It can be a place to test your own limits; to begin to answer the question, "Who am I in the universe?" It can be a place to find out just how able you are as a person. It can be a place of growth and development, and of new perspectives. A college is what the student, the faculty, and the administration make of it.

Student life at Guilford College is influenced by the Quaker origins of the college and by the Quaker view of man in the world. College policies and regulations are designed to create an ordered environment conducive to learning and development, in an atmosphere marked by personal integrity and respect for others. Campus living demands of students a sense of responsibility for their own actions and an awareness of their role in the community. Specific guidelines for campus life are printed in the student handbook available from the Office of the Dean of Students. It is the responsibility of every student to be informed of college policies and regulations and to abide by them in good faith.

## **STUDENT GOVERNMENT**

### **Legislative**

Student government at Guilford is organized around a Community Senate. The membership of the senate is comprised of members from each of the six residence halls, members from the day student organization, one member from the administration appointed by the president of the college, and two faculty members elected by the faculty.

This body, within the policies and regulations established by the Board of Trustees, derives from the president of the college authority to govern the student body and to coordinate and direct the several subsidiary organizations of the government. The executive officers of the Community Senate are elected each year in campus-wide elections. Student representatives to the Board of Trustees and to the various faculty

committees are appointed by the president of the Community Senate with the consent of its members.

Residence hall government is based upon a unit-of-living concept in which the residents of each individual hall are empowered to write their own constitutions, subject to the approval of the Administrative Council, to maximize their control of residence hall life. These constitutions must be in accord with the general policies of the college; however, considerable latitude is allowed each hall in its determination of internal living agreements.

## **Judicial**

Campus offenses and academic violations (see student handbook for definition) are adjudicated by the Campus Judicial Board. In addition to the power to impose lesser penalties, this body may recommend suspension or dismissal subject to review by the Student Affairs Committee and the president of the college. The membership of this body is selected from students who petition a special selections committee for membership. Faculty representatives are elected from members of the full-time faculty.

## **CULTURAL OPPORTUNITIES**

The College Union is a student organization which sponsors campus social, recreational, and cultural programs. Union committees include those for recreation, films, concerts, and dances, as well as a *coff  ehouse*. The purpose of the Union is to encourage self-direction and self-realization in leisure activities. Homecoming in the fall and Serendipity in the spring are major weekends the Union helps to coordinate.

The Guilford College Arts Series has a long tradition of cultural programs in music, the performing arts and public affairs. Each year it brings to the campus outstanding concerts, speakers, and films, providing a valuable expansion of fine entertainment in the community. The series is free to all students, faculty, and staff.

Guilford students benefit from several established lecture series, including the Patrick History Lecture and the Newlin History Lecture, as well as the Arts Series. In addition, various departments sponsor special lectures and programs relating to particular courses or aspects of their fields. These lectures are open to the student body and to interested townspeople.

## **The Faculty Colloquium**

Dialogue within the Guilford College Community is fundamental to maintaining the quality of our intellectual and spiritual life together. Each year the Faculty Colloquium brings faculty, students, and visitors together to nurture this by pursuing a theme of common interest within an interdisciplinary context.

In 1975-76 the theme was myth. Through weekly lectures, faculty from the humanities and the natural and social sciences explored questions of meaning in life, the nature of language and symbols, and the place of the self in society and in the world. This Myth Colloquium is repeated every several years for each new student generation. Other colloquia themes include the concept of certainty and the creative process in the arts and sciences.

Lectures in these colloquia are printed in the **Guilford Review**.

## **Founders Hall College Center**

Rebuilt on the site of the original building of New Garden Boarding School, Founders Hall provides attractive office and program space for all student organizations and activities. Its facilities include meeting rooms, lounges, an art gallery, a recreation room, student offices, an information desk, the art department, and a craft center, photography lab, mailroom, grillroom, bookstore, and cafeteria.

Sternberger Auditorium, adjacent to Founders Hall, provides seating for approximately 400 people as well as space for dances and other events. The drama department is housed in the basement, which includes dressing rooms and a rehearsal hall. Sternberger Auditorium is complemented by the larger Dana Auditorium as a location for performing arts presentations.

## **The Performing Arts**

The Revelers, Guilford's drama group, presents major productions and one-act plays each semester under the direction of the drama faculty and student directors. Other activities include film production, exchange performances with other colleges, and participation in regional dramatics competitions. Membership in the Revelers is open to all Guilford students. Especially active members may qualify for the Dramatics Council.

The Guilford College Choir performs numerous concerts each season both on and off campus. In addition to major concerts at Christmas and during the spring, the choir takes an annual tour, bringing the members into stimulating contact with varied audiences and communities. Membership in the choir is by audition and is open to members of all classes. Choir scholarships are available to students meeting specific criteria.

Students interested in the broadcasting of music maintain and operate radio station WQFS-FM, licensed to Guilford College by the Federal Communications Commission. Programming also includes news, lectures, and a variety of offerings providing an educational service to the people of Guilford College and the surrounding area.

### CAMPUS PUBLICATIONS

The **Guilfordian**, a weekly newspaper printed for and by students, serves as a forum for faculty and student opinion through its editorials, columns, and letters to the editor. Coverage of campus news events and publicity for various activities and cultural programs are carried in each issue. The student staff, working with the advice of a student-faculty publications board, gains practical journalism experience in writing, editing, layout, and publishing.





The **Urban Word**, a monthly publication, is the student newspaper for the Urban Center program.

The **Quaker**, the college yearbook, is compiled by students and published annually. As a pictorial and literary representation of Guilford College, the **Quaker** attempts to interpret and evaluate graphically campus activities and aspirations.

The **Piper**, published annually by a student staff, features original poetry, prose, and graphics contributed by students and faculty. Its purpose is to promote creative writing, develop artistic talents, and provide opportunities for critical dialogue in the arts.

The **Biophile Bulletin** is an annual publication of the Biophile Club of Guilford College. Its purpose is to provide a forum for the ideas of students and faculty members on the environment.

**Chemistry**, published eleven times a year, is the American Chemical Society's journal for high school and college chemistry students and their teachers. It contains articles by authorities in different fields of chemistry, as well as reports prepared by the Washington staff. Distributed throughout the world, it is edited by O. T. Benfey, Dana Professor of Chemistry and History of Science at Guilford College.

**The Guilford Review**, a semi-annual publication of Guilford College, exists to facilitate faculty dialogue, especially across disciplinary lines, in order to nurture our intellectual and spiritual community. It presents faculty writing and art representing debate already going on and stimulated by the Faculty Colloquium on topics such as Myth, Certainty, Creativity, Woman's Consciousness, and the Nature of Interdisciplinary Thought.

The **Journal of Undergraduate Mathematics** is an internationally-distributed periodical devoted to undergraduate mathematics research. Established in 1969, the journal is published twice each year in March and September. Papers published are contributed by undergraduate mathematics students from throughout the United States as well as from foreign countries. Edited by J. R. Boyd, professor of mathematics at Guilford College, the journal's editorial board is made up of prominent mathematicians in the United States and Canada.

**North Carolina Libraries** is the quarterly publication of the North Carolina Library Association. Edited by Herbert L. Poole, director of the Guilford College Library, the journal contains articles for and by librarians.

The student handbook, issued through the Office of the Dean of Students, provides detailed information on student government, organizations, activities, and regulations.

## **RELIGIOUS LIFE**

Religious life at Guilford reflects the variety of religious backgrounds and concerns of students and faculty. Many students become associated with local churches or synagogues of their choice and continue active roles in church life. New Garden Friends Meeting welcomes students of all faiths, as does Friendship Meeting, a Quaker gathering on campus.

Student organizations such as Young Friends and Intervarsity Fellowship are active on campus and in religious work in the community.

## **COMMUNITY INVOLVEMENT**

Guilford College recognizes the educational value of participation in the larger world of which the campus is a part. The college encourages students to use Greensboro and the surrounding community as an adjunct to the classroom. Students are involved in such programs as tutorial services, volunteer work, and internships with governmental, religious, and other community organizations. In some cases academic credit may be received for these activities.

Some students gain practical political experience by working with local parties and political action groups, either directly or through Young Democrats and Young Republicans clubs on campus. Other campus organizations, such as BASIB and the Biophile Club, also pursue their special interests in the community at large.

## **SPECIAL INTEREST GROUPS**

Brothers and Sisters in Blackness (BASIB) was organized by the Guilford black student community to promote black unity by helping students rediscover, nurture, and project a new black identity; and to add a necessary black perspective to various phases of campus and community life. Both these purposes contribute to the promotion of the black agenda: self-awareness, racial pride, total development of individual abilities, and the right to participate in the policy-making and decision-making processes that affect individual and community life.

The Biophile Club is a conservation organization dedicated to educating the public about the dangers of our environment. As an activist group, the

club is involved in a number of research projects investigating the sources and effects of pollution in Guilford County and the state. It is an active member organization in the Conservation Council of North Carolina and is affiliated with the Audubon Society and the North Carolina chapter of the Collegiate Academy of Science.

The Society of Physics Students is an interdepartmental organization of students interested in the physical sciences. The group meets weekly, sponsors speakers, social events, and non-credit classes for specific technical skills.

The Day Student Organization holds regular meetings; its members participate in intramural activities and other campus affairs and are represented in the Community Senate. Its aim is to strengthen the bonds between commuting students and overall campus life.

The International Relations Club considers leading issues of the contemporary world, ranging from the problems of underdeveloped countries through considerations of peace and war. Speakers and special programs such as United Nations Week offer a broader understanding of world problems. The club also provides an opportunity for American students to meet and exchange ideas with foreign students.

Other special interest groups include the Women's Coalition, the Photography Club, Young Friends, Lama Lo, the Fellowship of Christian Athletes, and the Crafts Center.



## **DEPARTMENTAL CLUBS**

Majors and other interested students in various departments have organized clubs for discussion of issues relevant to learning in their fields. Foreign language clubs provide practice in the spoken language and programs on the culture of various countries. Phi Alpha Theta, an honorary history society, sponsors historical programs; and the Association for Creative Education (ACE) promotes interest in education as a profession.

## **ATHLETICS AND RECREATION**

The athletics program at Guilford provides activities which are physically wholesome, mentally stimulating, and socially satisfying, integrating athletics with the total educational program. All students are encouraged to participate in sports instruction, activities, and competitions.

As a member of the Carolinas Conference, the National Association of Intercollegiate Athletics (NAIA), and the National Collegiate Athletic Association (NCAA), Guilford sponsors intercollegiate teams in thirteen sports. Men may participate in football, basketball, soccer, lacrosse, tennis, golf, track, and cross-country. For women there is basketball, softball, volleyball, and tennis.





In the past ten years, Guilford College athletic teams have participated in a number of national championships. Both the baseball and basketball teams have competed in NAIA tournaments in Kansas City and the basketball team won the national championship in 1973.

The Guilford College Intramural and Recreation Association provides a well-balanced intramural program for both men and women, with coed and separate sports.

## **LEADERSHIP RECOGNITION**

Campus leadership at Guilford is recognized in various ways, and is a factor in the awarding of scholarships and other honors. Outstanding seniors may be named to Who's Who in American Universities and Colleges. Academic leadership is recognized by the Dean's List, by appointment of College Marshals, and by scholarships such as the Charles A. Dana Scholarships, awarded for both leadership and academic ability. Each year the Nereus C. English Athletic Leadership Awards are made to superior athletes who have shown leadership in athletics and other aspects of campus life. Students with very high academic averages may qualify for the Guilford Scholarship Society, which includes also faculty members who are members of Phi Beta Kappa or Sigma Xi.

## **STUDENT SERVICES**

### **Orientation**

The orientation of new students and their parents is a one-semester program that begins with an initial one-week program prior to the opening of the fall semester. During the week, students and parents have an opportunity to meet faculty and staff members. Through small groups, students are tested, advised, and registered so that they may enter class in as smooth a manner as possible.

A special orientation session is held just prior to the beginning of the second semester for new students entering then.

### **Health Service**

Several months before the date of entrance, each incoming student is required to forward to the director of admissions the report of a physical examination made by his or her physician and a certification of vaccination for polio. Such medical certification is made available to the resident nurse and must be on file before the student is eligible for medical treatment. Regular office hours are held daily by a nurse who is also on call at all times through Friends Homes, adjacent to the campus. Resident students may see the college physician during regular hours in the infirmary at Friends Homes.

Students needing overnight care are placed in the Friends Homes infirmary at the direction of a nurse or doctor. The medical service included in the Special Fees covers treatment for routine illnesses and the cost of sick call in the infirmary. X-ray and extra services are not covered financially from student fees. The student insurance program is in effect for services which exceed \$25 for students who elect this coverage. For a statement of fees and the cost of student medical and accident expense reimbursement insurance, see Chapter IV.

## **STUDENT HOUSING**

The Guilford College campus is primarily a residential campus. Although local students may commute, unmarried students usually live in campus residence halls and eat in the college dining room unless excused by the college health service. For married students there are apartments available on campus. Students over 21 and a limited number below that age are permitted to live off campus.

During fall, Thanksgiving, Christmas, and spring vacations all residence halls are closed and must be vacated. No meals are served at these times. For dates consult the calendar in the Appendix.

Upon notification of admission to the college, new students may reserve rooms by signing contract forms provided by the Housing Office. Reservations become effective with the signing of the contract if the \$100 enrollment deposit has been paid. Room contracts are binding for the academic year, and students may withdraw from a residence hall only by permission from the Housing Office. Entering freshmen are assigned rooms in the order in which they have been accepted by the college.

Complete information on room furnishings and residence hall regulations is found in the student handbook available from the Office of the Dean of Students.

The residence halls are:

**Mary Hobbs Hall**, built in 1907, provides an opportunity for women to reduce expenses by doing cooperative housekeeping. It was named for Mary Mendenhall Hobbs, wife of Guilford's first president, who was deeply interested in the education of young women. It contains rooms for fifty girls, an apartment for the resident coordinator, reception rooms, a dining room, and, a kitchen.



**Kathrine Hine Shore Hall**, built in 1954, was given by B. Clyde Shore, alumnus and trustee, in honor of his wife. It is designed for fifty women students and a resident coordinator and has spacious parlor, a basement lounge with kitchenette, and attractive rooms.

**English Hall**, a dormitory built to accommodate fifty male students and a resident coordinator, was built in 1957. It was given by Nereus C. English, class of 1926, a trustee for many years, and his brother Thomas English, members of a family influential in the history of Guilford College.

**Clyde A. and Ernestine C. Milner Hall**, is the men's dormitory completed in 1962. It contains rooms for 256 students and their counselor, a newly refurnished foyer, and space for recreational facilities. The building is designed in the Georgian tradition with a long terrace facing east and overlooking the tennis courts and the college lake. It is named for Clyde A. Milner, the fourth president of Guilford College, and Ernestine Milner, professor emeritus of psychology.

**Raymond and Helen T. Binford Hall**, the women's dormitory built in 1962, contains eighty-one student rooms, an apartment for the resident coordinator, social rooms, and recreational facilities. It is named for Raymond Binford, Guilford's third president, and for his wife who was especially interested in the education of young women.

**Bryan Hall**, completed in 1968, is designed to house 206 students in suites of eight. It is structured in the form of four buildings around a central court and houses both men and women. The building, which is fully carpeted and air conditioned, was named to commemorate a gift by Kathleen Price Bryan and Joseph McKinley Bryan.





**John Gurney Frazier Apartments** are named for their donor, a 1924 graduate of Guilford College, and commemorate his father, John Gurney Frazier, Sr., and his son, John Gurney Frazier III. The first units of Frazier Apartments, duplex living units, were constructed in 1954. Thirty-five apartments are now available for rent to married Guilford students and faculty. Details on facilities and rentals and application forms may be obtained from the Business Office. Only full-time students may live in these apartments.

## **MOTOR VEHICLES**

A student at Guilford College may operate a motor vehicle on campus provided it is properly registered and parked in the designated parking area. Students who operate motor vehicles are required to pay a motor vehicle registration fee and maintain full insurance protecting others. They are expected to exercise care and consideration for the safety of themselves and others, and to observe state, local, and campus traffic regulations. Details of traffic and parking regulations are included in the student handbook available from the Office of the Dean of Students.

## **COUNSELING SERVICES**

Counseling may be helpful in dealing with personal and social adjustment problems, resolving study difficulties, selecting an appropriate major, or planning career goals.

Many members of the faculty and administrative staff are available for informal counseling. In addition, the Counseling Center offers a variety of services to the student, such as personal psychological counseling, testing, vocational counseling, freshman orientation, and academic counseling. The center is staffed by professionally trained and experienced counselors and a clinical psychologist. Psychiatric care is available in the Greensboro community upon referral. Various testing devices are utilized to help the counselor and the student ascertain abilities, interests, personality traits and other characteristics.

As the student must feel free to talk about all personal matters, full confidentiality is a major concern of the center. Students can contact the center directly without intermediaries; all referrals to the center are on a voluntary basis; student communications are held in strict confidence; and records are not kept on the content of counseling sessions.

The Urban Center houses the Office of Veterans Affairs offering a complete counseling service on veterans benefits and services. Educational guidance is available for the recently discharged veteran.

## **CAREER DEVELOPMENT AND PLACEMENT SERVICE**

The college realizes the importance of helping students decide what kind of an education is best suited to their career plans, as well as how this education can best be put to use in employment. The function of the Career Development and Placement Service is to assist students with career planning and the implementation of career goals.

This service is offered to all students at all levels and to alumni on a year-round basis. Services include aiding students in identifying specific vocational objectives leading to suitable and rewarding employment. Assistance is offered in job-finding techniques and in making available on campus a variety of employers and recruiters for graduating seniors and alumni. The office also acts as an information center for students interested in part-time and summer employment.

An important part of the Career Development and Placement program is the Student Internship Program. This program offers students an opportunity to combine classroom experiences with employment that is related as closely as possible to the student's course of study and individual interest. Students receive four credit hours for each internship. Minimum requirements are a 2.5 grade point average and sophomore standing.

This service also serves as one of the connecting links between the college and the business and industrial community, keeping the faculty and administration informed of employment trends.

## **INTERNATIONAL STUDENT SERVICES**

Services are available to international students through a counselor who advises them on institutional rules, governmental regulations, academic resources, and opportunities offered by the campus and community. Every attempt is made to facilitate mutually satisfying relationships between foreign and U.S. students and among various nationality groups of international students, and to encourage meaningful and continuing relationships between foreign students and the community. All international students are members of the International Relations Club. Guilford College is a member of the National Association for Foreign Student Affairs.



# **ADMISSIONS, FEES, AND STUDENT AID**

In the admissions procedure we try to concern ourselves with more than just statistics. Because we want to create and sustain the kind of vital, intense academic community which fosters and facilitates shared learning experiences, we seek in our applicants qualities of personality, intellectual capability, and social awareness which enable students to participate fully and responsibly in the academic program and campus and community life at Guilford.

To promote a multifaceted and stimulating exchange of ideas and values, we actively seek a student population representing diverse areas of the United States and many other nations, as well as a wide spectrum of ethnic, religious, racial, and socioeconomic groups.

## **SELECTION**

Each applicant is considered on an individual basis, with efforts made to deal with as many pertinent aspects of his or her personality as it is possible to discern.

The Admissions Committee first examines an applicant's past scholastic achievement as demonstrated by grades and class rank in high school, and the applicant's academic potential as predicted by performance on one of the nationwide college entrance examinations. Intellectual capacity is a significant factor in admissions selection; however, it does not define the whole person, so other qualifications are considered.

The committee attempts to select from among academically qualified students those whose particular backgrounds and talents might enrich and enhance the community educational experience, and those whose energies and concerns promise constructive leadership and useful service in their own lives and in society. These personal characteristics can be evaluated through letters of recommendation and the personal interview which prospective students are urged to arrange. All applicants are furthermore invited to submit for the committee's inspection any information concerning unusual circumstances, achievements, or abilities which they feel would be relevant to the committee in its decision-making process.

## **SECONDARY SCHOOL PREPARATION**

There is no specific number or pattern of units required for entrance to Guilford. Although, to have an academically successful experience in Guilford's liberal arts tradition applicants should have a strong background in languages, mathematics, and the sciences, we are primarily interested in the quality of the student's overall academic performance. Students of proven academic ability and exceptional motivation and maturity may be considered for admission before completion of the full four-year high school program. The Guilford Summer Scholars program described in Chapter I also allows early college experience for selected high school students.

In addition to course work in high school, prospective students are urged to read widely outside of class to broaden their general background and acquaintance with contemporary issues. Students are also urged to increase their competence in writing, developing the ability to express ideas accurately and coherently. Increasing their general knowledge and writing skills will not only improve students' chances of acceptance at Guilford but will also contribute greatly to their success in college work.

## **ENTRANCE TESTS**

So that the Admissions Committee can better evaluate a prospective student's academic potential, each applicant is expected to take the Scholastic Aptitude Tests (SAT) administered by the College Entrance Examination Board, or the tests of the American College Testing Program (ACT), and have the scores sent directly to Guilford College. Information concerning these tests can be obtained in the high schools.

## **PERSONAL INTERVIEW**

The best way for a student to become familiar with a college is to visit its campus and meet and talk with different members of the college community. Likewise, the best way for the admissions staff to evaluate a student is through personal contact. For these reasons every prospective student is invited and encouraged to visit the campus if it is at all possible. To arrange for a personal interview and a campus visit, write or call the Admissions Office.

## **APPLICATION PROCEDURE**

Applications are processed on a rolling basis, which means that as soon as all necessary material is received in the Admissions Office, each application will be considered. The material needed is (1) the completed application form with a \$15 processing fee, (2) a transcript of all secondary school work, (3) results of one of the college entrance examinations (SAT or ACT), and (4) personal recommendations from guidance counselors or others.

Candidates will be notified of the decision of the Admissions Committee as soon as possible after their applications have been processed. On acceptance to Guilford, a \$100 enrollment deposit is due, refundable until May 1. It is not applied to tuition and fees but serves as a registration and escrow deposit. See page 62 for further details.

Inquiries concerning admission to Guilford College should be addressed to:

Director of Admissions  
Guilford College  
5800 West Friendly Avenue  
Greensboro, North Carolina 27410

Anyone interested in the Urban Center should write to:

Assistant Director of Admissions  
The Urban Center  
Guilford College  
5800 West Friendly Avenue  
Greensboro, North Carolina 27410

for admissions application procedures.

## **EARLY DECISION PLAN**

To eliminate the necessity for students to file applications for admission to several colleges and to reduce the anxiety of many college-bound students regarding acceptance, Guilford has joined a number of other colleges in offering an Early Decision Plan. Through this optional plan students whose first choice is Guilford and who have very strong academic and personal qualities may have a decision from the Admissions Committee by November 1 of their senior year rather than the following spring.

To apply to Guilford under the Early Decision Plan students should take the Scholastic Aptitude Tests during their junior year in high school and submit their applications by October 15 of their senior year.

Under this plan students agree to apply to no other colleges until a decision is reached by Guilford, and if accepted they agree to let Guilford know their decision by paying the \$100 enrollment deposit within two weeks after being notified of acceptance. For students accepted under the Early Decision Plan this deposit is not refundable.

## **ADVANCED PLACEMENT**

Advanced standing may be earned through the Advanced Placement examination or the College Level Examination Program for a total of 32 credits (with a maximum of 16 in each) for those exams that correspond to courses in the Guilford curriculum. The required course Being Human in the Twentieth Century cannot be waived by examination. Placement and credit decisions in the student's major must be approved by the appropriate department chairperson. Advanced placement may be earned by a score of at least 3 on the AP exam, at least 500 on any CLEP general exam, or at least 50 on a CLEP subject exam. Scores of at least 4, 550, or 55 respectively on the above examinations entitle the student to receive college credit as well as placement. General examination scores may apply only to courses taken to satisfy the core curriculum or distribution requirements. Credit for other courses may be obtained only by taking subject area examinations. Exceptions to these policies may be made by petition to the academic dean. For further information the student should contact the Registrar's Office or the Admissions Office.

All freshmen are tested for proficiency in English and in the foreign language they wish to continue studying, and are placed at the levels determined by these tests. Every effort is made to place students in the most advanced courses for which they are qualified.

## **TRANSFER APPLICATIONS**

Qualified transfer students from accredited and approved colleges and universities are welcome to apply to Guilford. In order to be considered for transfer to Guilford, a student needs a minimum of a C average for all academic work taken at the college level. Consideration is given to the academic reputation of the college from which the student wishes to transfer and the type of courses taken at that institution. Transfer applications are evaluated according to the same criteria as are freshman applications.

The materials necessary to complete an application for transfer are (1) the regular application for admission and the \$15 application processing fee, (2) a transcript from every high school and college attended, indicating a cumulative grade point average, (3) results of one of the college entrance examinations (SAT or ACT; scores earned while in high school are acceptable), and (4) a letter of recommendation from the academic adviser or the academic dean of the school the student last attended.

## **EARLY ENTRANCE**

Because of greater preparation and maturity among many of today's high school students, Guilford College has expanded its Early Entrance Program to accommodate an increased number of able students who wish to pursue their educational objectives at an accelerated rate. Guilford welcomes applications through the normal admissions process from qualified students who are prepared to enter college upon completion of the eleventh grade. Consideration may, in some cases, be given to capable students who wish to enter college even earlier.

Each year an increasing number of students with varied backgrounds and from many states enter through the Early Entrance Program. They are admitted from the age of fourteen upward, with or without high school diplomas. Their academic performance and personal development place them markedly above those students accepted through regular admissions, a fact which the college attributes both to high motivation and intense intellectual curiosity.

Any high school student with superior academic potential is eligible to apply. Contact the Admissions Office for details.

## **EXPLANATION OF FEES AND DEPOSITS**

**Enrollment Deposit.** A \$100 deposit is required of all full-time, main campus students. This deposit serves as an escrow deposit; at the conclusion of the school year, all financial obligations due the college such as charges for room damage, library fines and so forth are deducted from the deposit. If there are any deductions from the deposit due to unpaid financial obligations, a sum necessary to bring the deposit to the level of \$100 will be added to the student's account at the beginning of the next fall term.

This deposit will be refunded after the student graduates.

Refund of this deposit will be made to students leaving the college before their senior year only in the following situations:



- (a) For reason of health on certification from the college physician;
- (b) For students leaving the college at the end of the first semester, provided notification is given to the Dean of Students by November 1;
- (c) For students leaving the college at the end of the academic year, provided notification is given to the Dean of Students by April 1;
- (d) For students not permitted to return for academic reasons.

For students who withdraw after the November 1 deadline (or the April 1 deadline), the deposit will be credited to the student's account for one year. If the student does not return within one year, the deposit is forfeited. Students who are uncertain about withdrawal should consult with the dean of students before either the November 1 or April deadline.

**Key Deposit.** A key deposit is required of all resident students. The deposit is refundable when the student gives up his or her room and returns the original key.

**Linen Service and Deposit.** Pillow cases, sheets and towels are furnished optionally by an outside linen service. The cost for this service is included in the regular room charge. The deposit paid to the Linen Service Representative will be refunded upon return of linens when the student leaves school. If this service is not desired students or parents must notify the Business Office, in writing, fifteen days before the fall registration date in order to receive a credit of \$10.00 each semester.

**Late Registration Fee.** A student who fails to complete registration on the day and time designated will be required to pay a late fee of \$10.00.

**Motor Vehicle Registration Fee.** For further information on motor vehicle registration and regulations, see the student handbook.

**Special Fees.** Special Fees cover part of the cost of the college infirmary and library, the cost of athletic events, convocations, Art Series and other auxiliary services. Infirmary service does not cover the cost of professional services when a physician is called to attend a patient or the cost of a special nurse. The college provides the services of a trained nurse at the college, and medicine for ordinary exigencies or minor accidents.

**Student Activity Fee.** The student activity fee is assessed and administered by the student government to cover the budget of certain student organizations in which every student may participate or from which he receives benefits.

## TUITION AND FEES/1977-78

For the academic year  
of two semesters:

	Day Student	Mary Hobbs Dorm	Bryan Hall	Other Dorms
Tuition	\$2,400.00	\$2,400.00	\$2,400.00	\$2,400.00
Special Fees	225.00	225.00	225.00	225.00
Room and Board		1,150.00	1,315.00	1,250.00
	<hr/> \$2,625.00	<hr/> \$3,775.00	<hr/> \$3,940.00	<hr/> \$3,875.00
Student Activity Fee	80.00	80.00	80.00	80.00
	<hr/> \$2,705.00	<hr/> \$3,855.00	<hr/> \$4,020.00	<hr/> \$3,955.00

## OTHER FEES

Application Fee	\$ 15.00	Late Payment Fee	\$10.00
Enrollment Deposit	100.00	Late Registration Fee	10.00
Per Credit Hour		Graduation Fee	15.00
less than 12 hours	60.00	Key Deposit	5.00
Urban Center (B.A.S. and A.A. degree program students) per Credit Hour	60.00	Motor Vehicle Registration	
Overload Per Credit Hour		Dormitory Student	10.00
more than 18 hours	65.00	Day Student	3.00
Audit Fee (per credit)	25.00		
No Record Audit Fee (per course applicable for Drop-in students)	50.00	Linen Deposit	5.00
Registration Fee (part-time students only)	10.00	Insurance Premium	40.00
		Transcript Fee (per copy)	2.00

All fees are subject to adjustment.

## COURSE FEES

Art 102, 103, 104, 105, 200, 201, 204, 205, 221, 222, 223, 224, 225, 248, 251, 252, 253, 300, 301, 304, 362, 480, 481	\$ 6
Art 330, 331, 340, 341, 360, 454	\$25
Being Human in the Twentieth Century 101	\$ 6
Biology 114, 115, 204, 213, 325, 326, 340, 342	\$ 6
Biology 221, 222, 331, 332, 333, 334, 335, 337, 341, 438, 443	\$15
Biology 445	\$75
Chemistry 111, 112, 334	\$15
Chemistry 220, 221, 222, 223, 224, 331, 332	\$20
Computer courses (Management 450)	\$15
Education 400	\$50
English 106	\$ 5
Geology 121, 122, 131	\$ 5
Geology 211, 212, 335, 340, 415	\$10
Physics 111, 112, 121, 122, 201, 302, 311, 322	\$ 5
Psychology 340	\$ 6

Courses in the sciences numbered 400 or above may also include course fees, as may Special Topics courses (250, 350, 450) in any department.

## MUSIC FEES

Guilford College music students registered for private lessons in applied music at Greensboro College pay \$300.00 per semester for two half-hour lessons per week, and \$150.00 per semester for one half-hour lesson per week.

Fees are also charged for the use of practice rooms at Guilford College and for the use of college orchestral instruments according to the following scale, which reflects charges for one academic year (two semesters):

Use of Practice Room with Piano	
six hours per week	\$20.00
twelve hours per week	40.00
Use of Practice Room without Piano	
six hours per week	15.00
twelve hours per week	20.00
Rental of Orchestral Instruments	20.00

## **MEDICAL AND ACCIDENT INSURANCE**

Guilford College makes available Students' Medical and Accident Expenses Reimbursement Insurance (\$25.00 deductible). The policy provides up to \$1,000.00 medical expenses for each disability. Payment will be made commencing with the twenty-sixth dollar of expenses for treatment and hospital confinement incurred within twelve months following the accident or sickness, if treatment begins within thirty days after an accident. The cost of the following is covered:

1. Medical and surgical treatment by a physician.
2. Hospital confinement and special nurses. (Hospital room and board for sickness limited to the cost of a semi-private room.)
3. Miscellaneous hospital expenses such as operating room, anesthetic, medicines, drugs, and laboratory tests.
4. Services rendered by the college infirmary or health service for which the student is normally charged.
5. Dental treatment made necessary by injuries to sound natural teeth (limited to \$250.00).

The premium for insurance will appear as an item on the first semester charges unless students or parents notify the Business Office in writing on or before the day of the student's registration that such protection is not wanted.

## **SETTLEMENT OF ACCOUNTS**

Registration is not complete until all financial accounts are settled. Payment or proper agreement with the Business Office must be completed within seven calendar days after registration day. Any payments after that date will be assessed a late payment of \$10.00. Any student with an unpaid account 10 days after the late payment date is subject to expulsion from the college.

### **Monthly Payment**

Guilford offers a special plan for parents who prefer to pay tuition and other school fees in monthly installments during the academic year. The cost is 4% greater than when payment is made in cash at the beginning of each term. Those desiring this plan should make arrangements through the Business Office.

**REFUNDS AND ADJUSTMENTS**

A student who fails to register on the day and time designated for registration will be required to pay a special late registration fee of \$10.00. Subject to his adviser's approval a student may change his registration during the first week of classes. No refunds are made for changes in registration after this period except in cases of official withdrawal from the college. In these instances, by written notice to the Office of the Dean of Students and the Business Office, refunds or adjustments on tuition, board and room, and fees are as follows:

**Tuition**

During the first week of refund period which starts seven days after registration day	80%
During second week	60%
During third week	40%
During fourth week	20%
After end of fourth week	0%

**Board**

Refunds paid are prorated on a weekly basis calculated on Friday following date of official withdrawal.

**Room**

No refund or credit against room rental for the semester after the first day of classes. No refund or credit will be made to any student suspended or expelled from the college or residence hall for disciplinary or other reasons.

**Special Fees and Student Activity Fee**

No refund after the first day of classes.

**Withdrawals from Courses**

No adjustment in fees for changes in registration after the end of the drop add termination date.

**STUDENT AID**

A student's payments to the college cover only about one-half of the actual cost of his education. The college must rely for the rest of its income on endowment funds and on the contributions of alumni and friends of the college.

Even so, there are many well qualified students whose family resources are insufficient to meet the rising cost of college education without special assistance. The director of financial aid and the Financial Aid Subcommittee attempt to identify such students and work out with them realistic programs consisting of scholarships, grants, loans, and work opportunities.

## **BASIS OF AWARDS**

The Financial Aid Subcommittee takes into consideration both academic performance and financial need, according to the terms of the particular scholarships available. Freshmen with strong scholastic records may apply for Select Freshman Scholarships or Trustee Scholarships and will be considered for other grants when possible.

In the case of upperclassmen, Dana Scholarships are awarded to students who have maintained a B average and are judged to have made significant contributions to various phases of campus life. Some additional scholarships are also available to students with a B average, or for athletic ability. Usually, a student requesting financial aid must have a cumulative C average and acceptable work for the preceding semester. All financial aid is awarded for the academic year, but may be removed because of unacceptable scholastic work, gross misbehavior, or undue extravagance. Scholarships must be applied for each year.

Applications for scholarships and other financial assistance should be addressed to the Director of Financial Aid, Guilford College, Greensboro, North Carolina 27410. Financial need is evaluated through confidential Family Financial Statements submitted through the American College Testing Program, Post Office Box 1000, Iowa City, Iowa. Forms may be obtained from the high school counselor or directly from American College Testing. Completed applications should be received before May 15. Parents' Confidential Statements are also accepted. Over 40% of Guilford College students receive some type of financial assistance.

## **SCHOLARSHIPS AVAILABLE**

Guilford College offers annually to incoming freshmen 28 scholarships of \$1,000 each. Ten of these will be renewed each year if the recipient maintains a B average. Each application is judged on the basis of academic performance, class rank, college board scores and cocurricular activities. Applications may be obtained by writing to the Admissions Office and should be submitted by March 1.

## **Dana Scholarships**

To be eligible for consideration, a student must have completed a full academic year or its equivalent at Guilford College and have a cumulative B average. Selection is made by a special faculty committee, which takes into consideration the student's maturity, motivation, leadership, and contributions to campus life. A Dana Scholar may be reappointed each year, provided that he continues to meet these criteria. The award can go up to full tuition, according to the student's needs.

## **Nereus C. English Scholarship**

Each<sup>o</sup> year a scholarship is available to a student graduating from Trinity High School, Trinity, N. C., who enrolls in Guilford College. The scholarship, which may be applied toward any field of study, was established by Nereus C. English of Thomasville, N. C., a graduate of Trinity High School and Guilford College.

## **Law Enforcement Education Program**

The Law Enforcement Education Program (LEEP) provides financial support for the college education of police, courts, corrections, and other law enforcement and criminal justice personnel. Students preparing for careers in administration of justice may also participate in the program. Grants are made up to \$400 per semester. Loans are available up to \$2,200 per academic year, and are self-liquidating after the student's fourth year of full-time employment in the administration of justice area. Applications for LEEP should be sent to the Urban Center Student Aid Office.

## **Aid for Quaker Students**

Special grants, made possible by endowment funds and restricted bequests and gifts, are available to any qualified Quaker student who demonstrates need for financial assistance to attend Guilford College. Quaker ministers who are seeking but have not completed a baccalaureate degree can receive up to 9 credit hours' tuition cost per semester. Applications should be made to the director of financial aid.

## **Other Scholarship Aid**

The Financial Aid Subcommittee of the college administers a number of scholarships and grants-in-aid made possible by friends of the college. These are awarded largely, but not entirely, on the basis of need. Limited funds are available to assist international students.

## **AID FOR NORTH CAROLINA RESIDENTS**

To qualify for a North Carolina state grant a student must be a legal resident of the state for at least 12 months prior to the academic year in which he applies for the grant.

### **North Carolina Legislative Tuition Grant**

One hundred dollars each semester (\$200 per academic year) to each full-time North Carolina student is credited to the student's account at the end of the semester. Need is not a determining factor. The student must be enrolled for at least 12 hours on the tenth day after the beginning of classes each term to be eligible.

### **North Carolina State Grant Funds**

The state of North Carolina provides a grant to be given to North Carolina residents attending Guilford College based on need as determined by the Family Financial Statement or Parents' Confidential Statement.

### **North Carolina Student Incentive Grant Program (NCSIG)**

Legal residents of North Carolina accepted for enrollment or enrolled full time, in good standing, in an undergraduate program of study in an eligible college, university, technical or vocational school in North Carolina may apply for Student Incentive Grants to help pay their educational expenses. Students must demonstrate "substantial financial need" as determined through the need analysis system of either the College Scholarship Service or the American College Testing Program. The amount of each grant is based on the individual student's demonstrated financial need in relation to resources and education costs, but may not exceed \$1,500 per academic year.

Grant funds are provided the College Foundation, Inc., by the North Carolina State Education Assistance Authority under the Higher Education Act of 1965, as amended, from state and federal appropriations.

Application forms may be obtained from the Financial Aid Office at eligible institutions or directly from the Foundation. It is the responsibility of the student to send both the North Carolina Student Incentive Grant application and the financial need analysis report from American College Testing or College Scholarship Service to College Foundation so they will be received before April 1. Applications received after April 1 will be considered only if funds are available.



**Special note:** All students applying for North Carolina Incentive Grants must first apply for Basic Educational Opportunity Grants. Both Incentive Grant and Basic Grant applications are available from the financial aid offices of eligible North Carolina postsecondary educational institutions.

## **FEDERAL GRANTS AND LOANS**

Basic Educational Opportunity Grants are administered at Guilford. The amount can go up to the funding level approved by Congress. An application for the Basic Grant can be obtained through high school counselors or the Financial Aid Office.

Guilford makes Supplemental Educational Opportunity Grants (SEOG) to students with low income and exceptional financial need, who require these grants to attend college. Through the government-supported program, authorized by the Higher Education Act of 1972, Guilford offers grants from \$200 to \$1,000 a year for a maximum duration of four academic years. The amount of aid students may receive depends upon their need and takes into account their financial resources, those of their parents, and the cost of attending the college they choose.

Guilford also makes loans up to \$1,200 per year from the National Direct Student Loan Fund. These loans must be repaid within ten years, with interest charges of 3% plus payments beginning nine months after the student leaves school. No interest is charged up to three years while the borrower is in the armed services, the Peace Corps, or VISTA.

Federal Insured Student Loans from a student's home bank are also approved through the Financial Aid Office.

Information on other federal and state grants may be obtained through the Financial Aid Office.

## **WORK OPPORTUNITIES**

Guilford offers an off-campus job placement service for students who need to work while in school. The college also administers a federally funded work-study program for which students may qualify on the basis of need. Part-time work is available on campus in the library, cafeteria, offices, laboratories, and in maintenance.

Women students may also reduce their expenses by rooming in Mary Hobbs Hall, a cooperative dormitory.

## **VETERANS**

The Office of Veteran Affairs makes available to the veteran, war orphans, wives, and widows of veterans those services normally provided at the regional level. In addition to education benefits, assistance is also available in areas not specifically related to education. The services include: determination of eligibility, application for veteran benefits, C number, tutorial assistance (at no cost to the veteran), dental and medical appointments, application for eligibility of home loans, guidance and counseling, and general information regarding the various types of veteran benefits including employment opportunities.

# **COURSES OF INSTRUCTION**

## **FACULTY LISTING BY DEPARTMENTS**

### **Accounting**

Assistant Professor Greenawalt, Chairperson  
Professional Adjunct Faculty: Black, Dixon, and Fee

### **Administration of Justice**

Associate Professor McDowell, Chairperson  
Assistant Professors Bernard and Harlan  
Adjunct Assistant Professor Grice

### **Art**

Assistant Professor Zelt, Chairperson  
Professor J. McMillan  
Instructor Groulx

### **Biology**

Associate Professor Fulcher, Chairperson  
Dana Professor Bryden  
Assistant Professors Keegan and Ludel

### **Chemistry**

Assistant Professor MacInnes, Chairperson  
Dana Professor Benfey

### **Classics**

Professor A. Deagon

### **Drama and Speech**

Associate Professor D. Deagon, Chairperson

### **Economics**

Professor Parkhurst, Chairperson  
Associate Professor Robbins

### **Education**

Assistant Professor Daniel, Chairperson and Director of  
Elementary and Special Education  
Assistant Professor Reddeck, Director of Secondary Education  
Assistant Professor Stewart  
Instructor F. Hunt

**English**

Professor Marlette, Chairperson  
Associate Professors Behar, Gutsell, Morton, and Wilson  
Assistant Professors Delafield, E. Keiser, and McCown

**Foreign Language**

Professor Hilty, Chairperson  
Assistant Professors Almeida, Chauvigné, M. Feagins, L. Hunt, and Thompson

**Geology**

Associate Professor Almy, Chairperson  
Professor Harvey  
Assistant Professor Gibbon

**History**

Associate Professor Cooley, Chairperson  
Professors Burrows and J. Moore  
Associate Professors Hood, Lockard, and Stoesen

**Management**

Professor Courtney, Chairperson  
Associate Professor Caudill  
Instructor Pope

**Mathematics**

Assistant Professor Walker, Chairperson  
Professor Boyd  
Associate Professor Parker  
Assistant Professors Gordh, Morell Manduley, and Reynolds

**Music**

Professor Lowe, Director of Music Program

**Philosophy**

Associate Professor Millholland, Chairperson  
Craven Professor Kent  
Professors C. Feagins and Hobbs  
Associate Professor Beidler  
Assistant Professor Malino

**Physical Education**

Assistant Professor Clark, Chairperson  
Professor Appenzeller  
Associate Professor Maynard  
Assistant Professor Jensen

**Physics**

Associate Professor Adelberger, Chairperson  
Instructor Simon

**Political Science**

Assistant Professor Sebo, Chairperson  
Professors Burris and Carroll  
Associate Professor Fike

**Psychology**

Associate Professor Zweigenhaft, Chairperson  
Jefferson-Pilot Professor Godard  
Professor Norton  
Assistant Professors Ludel and Morse

**Religious Studies**

Associate Professor M. Keiser, Chairperson  
Professor J. F. Moore  
Associate Professor J. Stoneburner  
Assistant Professor Pipkin

**Sociology and Anthropology**

Dana Professor Zopf, Chairperson  
Associate Professors Gottschall and Johnson  
Assistant Professor Young

## **COURSE DESCRIPTIONS**

### **ACCOUNTING**

The accounting program at Guilford College is designed to prepare students for positions of leadership and responsibility in industry, government, and public accounting. Students majoring in accounting gain a broad understanding of both the theory and techniques of accounting. Careful selection of upper level courses in the major and related field enables students to tailor the program to their individual career objectives.

Students who plan to sit for the Certified Public Accounting Examination are advised to examine the requirements of the state in which they plan to qualify. The accounting courses offered at Guilford are designed to satisfy course requirements set by the North Carolina Board of C.P.A. Examiners.

Three degree programs are offered, one leading to the Associate of Arts degree; one to the Bachelor of Administrative Science degree; and one, through special arrangement for main campus students, to the Bachelor of Science degree.

Required courses for a Bachelor of Administrative Science degree in accounting include Elements of Accounting I and II, Intermediate Accounting I and II, Advanced Accounting, Cost Accounting, Auditing, and Federal Taxation.

The Associate of Arts degree in accounting consists of sixteen courses (64 credits) of academic work with a cumulative C average, or the equivalent of two years of full-time college study. This program offers the maximum number of professionally oriented courses in the first two years so students can improve their professional competence quickly. All required course work is fully credited toward a baccalaureate degree. Required courses include Elements of Accounting I and II, Cost Accounting, Business Law, and Financial Management.



**225 Elements of Accounting I (Management 225). 4.** Methods of accounting practice, theory of accounting as a management information system, study of the accounting cycle and presentation of financial statements, methods and practices applicable to formal organizations.

**226 Elements of Accounting II (Management 226). 4.** Continuation of the study of accounting principles and practices; emphasis on managerial accounting tools for decision making. Prerequisite: Accounting 225.

**301 Intermediate Accounting I. 4.** Analysis of accounting records and closing procedures with emphasis on the corporation; critical examination, analysis, and application of accounting principles of income determination and valuation of assets and current liabilities. Prerequisites: Accounting 225, 226.

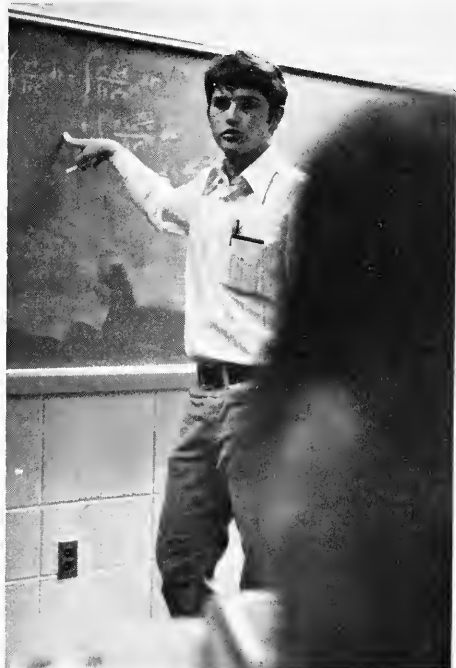
**302 Intermediate Accounting II. 4.** Theoretical concepts and accounting application of stockholders equity, long-term liabilities, long-term investments in corporate securities and allocation of income taxes; critical examination and analysis of fund flows, financial statements and price-level changes. Prerequisite: Accounting 301.

**311 Cost Accounting. 4.** Study of cost systems including job orders, process, joint cost and by-product costing; integration of standards and direct costing in each type of system; emphasis

on relevant cost for management information and decision making. Prerequisites: Accounting 225, 226.

**321 Federal Taxation. 4.** Study of basic concepts of federal income tax law covering requirements for filing returns, rates and credit, gross income and exclusions, deductions, depreciation, losses and basis of capital gains and losses; filing of returns for individuals, partnerships and corporations. Prerequisite: senior standing or departmental approval.

**322 Advanced Federal Taxation. 4.** Study of federal taxation including planning and research in the areas of corporate and fiduciary income taxation and gift and estate taxes. Prerequisite: Accounting 321.



## ADMINISTRATION OF JUSTICE

### **401 Advanced Accounting. 4.**

Accounting application of compound interest and annuities, home office and branch accounting, parent and subsidiary accounting; preparation and interpretation of financial statements for both domestic and foreign parents and subsidiaries. Prerequisite: Accounting 301.

### **411 Auditing. 4.**

Auditing theory and practice; the responsibilities and work of the auditor in his or her examination of financial statements; systems of internal control; accounting procedures. Study of generally accepted accounting principles and auditing procedures established by the American Institute of

Certified Public Accountants. Prerequisites: Accounting 301, 302.

### **421 C.P.A. Problems. 4.**

Generalized and specialized problems in accounting and related fields which constitute the subject matter of the C.P.A. examinations; opportunity for review and preparation for the C.P.A. examination; instruction conducted on an accelerated basis and completed prior to the examination. Prerequisite: all required courses in accounting and related subjects.

### **450 Special Topics. 4.**

Exploration of an area or particular problem of interest not included in regular departmental offerings, such as C.P.A. Law or Accounting Theory.

## ADMINISTRATION OF JUSTICE

The administration of justice programs, designed to prepare students to meet the complex problems of criminal justice in today's urban society, conform to the three traditions described in Guilford College's Statement of Purpose as shaping the college through the years: the liberal arts tradition, the Quaker-Christian tradition, and the tradition of career development and community service.

Three programs are offered, one leading to the Associate of Arts degree; one to the Bachelor of Administrative Science degree; and one, through special arrangement for main campus students, to the Bachelor of Science degree. All are programs in the behavioral sciences and are conducted in cooperation with local, state, and national criminal justice agencies. The faculty is composed of specialists from the local community and members of the administration of justice, management, political science, psychology, and sociology faculties.

The Associate of Arts program consists of sixteen courses (64 credits) of academic work with a cumulative C average, the equivalent of two years of full-time college study. It offers the maximum number of professionally oriented courses in the first two years so students can improve their professional competence quickly. Required for the major are Introduction to Criminal Justice, Criminal Law or Institutional Procedure, Criminology,



## ADMINISTRATION OF JUSTICE

and two additional courses from the administration of justice curriculum. The related field consists of twelve credits from the behavioral sciences: economics, management, political science, psychology, and/or sociology. All courses may be transferred to the four-year degree program.

The Bachelor of Administrative Science degree is designed for students interested in or currently employed in the criminal justice system, law enforcement, courts, corrections, parole, probation, security, juvenile delinquency, and other similar areas. The goal of the program is to provide pre-service and in-service students alike with an expanded knowledge of the institutions and processes of the criminal justice system, while providing the analytical tools and techniques necessary for keener insight into those institutions and processes.

Majors in the administration of justice may concentrate in any one of the three general curriculum areas: law enforcement, corrections and general criminal justice. All majors are required to take Introduction to Criminal Justice and Organizational Development. The remaining six courses required for the major will be selected in consultation with the student's adviser and will be based on the student's career objectives. Pre-service students are usually required to complete the Practicum in Administration of Justice.

The related field requirement is satisfied by six courses taken in disciplines appropriately related to justice administration. It is highly recommended that students take a course in computer science. One course in statistics is required.

### **101 Introduction to Criminal**

**Justice. 4.** Survey of the criminal justice system—philosophy, history, development, role, and constitutional aspects of administration of justice. Review of the agencies and process of criminal justice. Partially fulfills social science requirement.

**102 Police. 4.** Survey of the police as a social institution: the structure and processes of police systems. Traditional and behavioral approaches to the police system, with particular reference to the problems of maintaining public order under rapidly changing social relationships.

**103 Corrections. 4.** Survey of the structure and processes of correctional institutions, parole, probation, and community based corrections. Discussion of methods and problems in rehabilitation and supervision of adjudicated offenders.

**104 Court Administration. 4.** Survey of the courts as a social institution: structure and processes of federal, state and local judicial systems. Traditional and behavioral approaches to the court system, with particular reference to problems of maintaining court efficiency under rapidly increasing case loads.

## ADMINISTRATION OF JUSTICE

### **105 Juvenile Delinquency. 4.**

Survey of problems of delinquency in contemporary society; juvenile courts and institutions; prevention and treatment programs; theories of delinquency causation.

### **201 Criminal Procedure. 4.**

Substantive law of crime and defenses. Homicide, assault and battery, burglary, crimes of acquisition (larceny, embezzlement, false pretenses, robbery), conspiracy, criminal agency and corporate liability, accessories, concept of failure to act and negative acts, and causation.

### **213 Law and Society (Economics 213, Political Science 213). 4.**

Introduction to social jurisprudence; the judicial system; legal rights, wrongs, and remedies; contemporary issues; law as a decision-making process related to other disciplines. Partially fulfills social science requirement.

### **233 Criminology (Sociology 233). 4.**

Survey of criminological theory and practice, the nature and cause of criminal offenses and offenders.

### **240 Research and Methodology. 4.**

Introduction to analytical tools and techniques of the social sciences as applied to the administration of justice. Research and writing techniques using original source materials, secondary sources and field research. Summary of current literature in the field, new experimental programs and theoretical foundations of the criminal justice system.

### **290 Practicum in Administration of Justice. 4-12.**

### **310 Organizational Development.**

**4.** Study of the formal and informal nature of organizations, the organizational environment and the processes of communication, leadership, decision-making and principles of change.

### **335 Constitutional Law in the Political Process I (Political Science 335). 4.**

Role of courts and judges in the policy-making process with emphasis on the relationships among the three branches of the national government and between the national government and the states.



**336 Constitutional Law in the Political Process II (Political Science 336).** 4. Role of courts and judges in the policy-making process with emphasis on rights protected against the national and state governments.

**340 Principles of Public Administration.** 4. Principles and practices in policy-making, analysis, decision-making, leadership, communication and the management of public sector enterprise.

**402 Advanced Problems: Police.** 4. Policing as a social activity; police institutions and processes viewed from historical and contemporary perspectives.

**403 Advanced Problems: Corrections.** 4. In-depth examination of the concepts of punishment and deterrence,

especially as they relate to the philosophy and practices of contemporary corrections.

**420 Ethics and Corruption.** 4. Examination of the causes and consequences of corrupt and unethical behavior on the part of public officials and the long term consequences of such behavior on the quality of life and delivery of public services.

**450 Special Topics.** 4. Exploration of an area or particular problem of interest not included in regular course offerings. May be offered at the 250 or 350 level.

**460 Research Problems or Independent Study.** 4-12.

**470 Senior Thesis.**

**490 Departmental Honors.** See page 37.

## ART

The visual arts are an important part of our everyday life, and their study is an integral part of a liberal arts education. Recognizing this, the Guilford College art department seeks to develop an awareness and appreciation of art in the general student, as well as to prepare students for careers as professional artists or art teachers.

Art majors may concentrate in one of three areas: painting, graphics, or three-dimensional forms. A concentration in crafts may be arranged with the department chairperson, subject to the approval of the academic dean. A major in art education is available through special arrangement with Greensboro College.

Two degrees in studio art are offered. The Bachelor of Arts is for students who prefer a major in art in addition to a broad liberal arts background. The Bachelor of Fine Arts, offered in conjunction with Greensboro College and Bennett College through the Greensboro Regional Consortium, is designed for students primarily interested in becoming professional artists or in entering graduate school in studio art.

## ART

Twelve courses are required for the studio art major seeking a B.A. degree. Four foundation courses are required: Introduction to Visual Arts, Design I and II, and Drawing I. In addition, students take two courses and one independent studio course in their chosen concentration, two art history courses, two studio courses in areas other than their concentration, and one elective art course. A senior exhibition is also required.

Twenty-two courses are required for the B.F.A. degree, which emphasizes a more intense study of studio art. Six foundation courses are required: Introduction to Visual Arts; Artists, Materials, and Ideas; Design I and II; and Drawing I and II. Seven courses are required in the student's chosen concentration, two of them independent studios. Three art history courses are required. In addition, students concentrating in graphics or three dimensional forms take five studio art courses in areas other than their concentration, and students with a concentration in painting take four. A senior exhibition is required.



### **100 Introduction to Visual Arts. 3.**

Overview of the principal visual arts, including their aesthetic qualities, structural forms, historical roles. Fulfills creative arts requirement.

### **101 Artists, Materials and Ideas. 3.**

Interaction between the creative process, the materials and the art product. Selected artists studied.

**102 Design I. 3.** Fundamentals of design in two-dimensional media, excluding color.

**103 Design II. 3.** Continuation of Design I, emphasis on color problems. Prerequisite: Art 102.

**104 Basic Drawing I. 3.** Basic principles of drawing in various media stressing the relationship

of observation, materials, and methods to form.

**105 Basic Drawing II. 3.**

Continuation of Drawing I, exploration of creative concepts of expression. Prerequisite: Art 104.

**200 Painting I. 3.** Fundamentals of painting; relationship of materials, techniques, and ideas to visual expression. Oil and acrylic media explored. Prerequisite: Art 104.

**201 Painting II. 3.** Continuation of Painting I, emphasizing integration of basic pictorial concepts and including the figure in total context. Prerequisite: Art 200.

**204 Life Drawing I. 3.** Figure drawing, stress on integration of formal, expressive, structural aspects of anatomy.

**205 Life Drawing II. 3.** Continuation of Life Drawing I, emphasizing composition and expression.

**213 Arts and Crafts for Elementary Teachers. 3.** Classroom practice in the presentation of art processes and the use of materials for elementary students, including a module on arts and crafts for exceptional children.

**221 Graphics I. 3.** Printmaking processes of relief printing, including linoleum, woodblock, collography.

**222 Graphics II. 3.** Serigraphic printmaking processes, including film, tuche, and light sensitive techniques.

**223 Graphics III. 3.** Intaglio printmaking processes, including etching on hard and soft ground techniques, aquatint, and drypoint.

**224 Graphics IV. 3.** Lithographic stone printmaking processes, including pencil and tuche techniques.

**225 Graphics V. 3.** Advanced printmaking; exploration of techniques in selected printmaking media with emphasis on personal expression. Prerequisite: Art 221, 222, 223, or 224.

**248 Introduction to Three-Dimensional Forms. 3.** Materials, techniques, and concepts of three-dimensional design.

**251 Sculpture I. 3.** Techniques of modeling in clay, wax, plaster;



## ART

basic armature making and mold making.

- 252 Sculpture II. 3.** Introduction to the tools and techniques of subtractive sculpture in wood and stone.
- 253 Sculpture III. 3.** Construction processes in sculpture, including wood and metal.
- 270 Art History Survey I. 4.** The major stylistic periods of art from pre-history through the Middle Ages. Fulfills creative arts requirement.
- 271 Art History Survey II. 4.** Italian Renaissance through nineteenth-century European art. Fulfills creative arts requirement.
- 300 Painting III. 3.** Exploration of media in relation to form and personal expression. Individual critiques. Prerequisite: Art 201.
- 301 Painting IV. 3.** Formal and philosophical problems of painting; emphasis on individual direction. Individual and group critiques. Prerequisite: Art 300.
- 304 Murals. 3.** Exploration of large scale two-dimensional surfaces designed for public areas. Prerequisite: Art 201.
- 330 Photography I. 3.** Materials, equipment, and basic techniques in black and white still photography. Design in pictorial format stressed.
- 331 Photography II. 3.** Special techniques in photographic expression; technical and aesthetic possibilities of color.
- 336 Philosophy of Art (Philosophy 336). 4.** The character of aesthetic experience, the nature of aesthetic creativity and the aesthetic object, problems of standards of taste, and the relation of the artist to the community.
- 340 Ceramics I. 3.** Introduction to ceramic processes; hand building, throwing, glazing.
- 341 Ceramics II. 3.** Advanced ceramic techniques; sculptural forms, glaze preparation, kiln operation.
- 346 Art Methods in the Public Schools. 3.** Methods and materials for effective teaching of art at the elementary, junior and senior high school levels. Offered alternate years.
- 360 Fiber Design and Weaving. 3.** Basic and advanced weaving taught on primitive, table, and floor looms. Emphasis on technique and design.
- 362 Crafts Design. 3.** Creative design in selected craft media.
- 372 Renaissance Art History. 4.** Major artists and stylistic trends of fifteenth and sixteenth-century Italian and Northern Renaissance art. Fulfills creative arts requirement.
- 373 Modern Art History. 4.** Major artists and art movements from 1860 to the present. Fulfills creative arts requirement.
- 440 Oriental Art History. 4.** Early art influences in China and India through the first half of the

twentieth century. Fulfills non-Western requirement.

## 441 American Art History. 4.

European, colonial, Afro-American, technological, and various contemporary influences on the visual arts in the United States. Fulfills creative arts requirements.

**450 Special Topics.** Subjects of special interest not offered in regular course listings. Offered as student and faculty interest warrants.

**454 Foundry. 3.** Investing, pouring, and finishing metal castings.

**477 New York Art Seminar. 1.** A one-week seminar on the visual arts stressing dialogue with art and artists in New York City studios, museums, and galleries. The course is planned to acquaint students with the making and promotion of the visual arts.

## 480- Independent Studio I, II. Stu-

**481** dents choose the focus of this course. A written statement of aims must be submitted to the department for approval within the first two weeks of the semester. Students are expected to work independently and complete projects which demonstrate technical proficiency and originality of concept. Adviser conferences, mid-semester progress reviews, and final art staff critiques are required. Prerequisites: Advanced standing and consent of department chairperson.

## 483- Internship. Majors with ad-

**484** vanced standing may petition the department to receive academic credit for internship experiences. Adviser conferences, mid-semester progress reviews, and final art staff critiques are required.

Fees are charged for all studio art courses. See page 65.

**ASTRONOMY.** See Physics.

**BEING HUMAN IN THE TWENTIETH CENTURY.** See page 22.

# BIOLOGY

Always a very strong department, the biology department has produced over the years many students who have entered professional schools or graduate schools in science. The department, however, is also sensitive to the needs of students interested in various careers available for those not desiring advanced training, and every effort is made to help these individuals find attractive and suitable positions. It is natural for a science department to have a strong career orientation, and biology department faculty members are well informed about professional opportunities.

A major in biology consists of eight courses (32 credits) including General Botany, General Zoology, Cell Biology, and Thesis Seminar. Additional courses are chosen by the students in consultation with their

## BIOLOGY

advisers, in keeping with objectives in taking a biology major. All students at the junior level are expected to audit the Thesis Seminar one time before taking it for credit. Students must take one year of mathematics (preferably calculus), one year of chemistry, and one year of physics as related fields for the biology major. A research thesis is required.

In addition to the three basic biology courses listed above, students preparing for careers in secondary education should take Invertebrate Zoology; Comparative Vertebrate Anatomy or Vertebrate Zoology; Ecosystems or General Ecology; Bacteriology or Plant Physiology; and one course chosen from Field Botany, Nonvascular Plants, or Vascular Plants.

A combined degree program in medical technology is available; see page 30. Under an arrangement with Duke University School of Forestry, a degree completion program and a master's degree program in forestry are available. See page 29. Students who have completed an approved anesthesia program for nurses may continue their college work at Guilford, applying many credits previously earned toward a Bachelor of Science degree in biology. See page 32.

A biological field station, located at the Duke Power Company electrical generating plant on Belews Lake, is shared by Guilford College, Wake Forest University, and the University of North Carolina at Greensboro. The field station is used for teaching, for research into an aquatic ecosystem receiving heated water, and for general biological research on land and water in the area.

Students who feel they are capable of independent study may, with departmental approval, pursue such studies under the general supervision of the biology staff in their junior and senior years. Such students should discuss independent study with the major professor no later than the beginning of the second semester of the sophomore year.

Because of the general nature of scientific professional schools and graduate schools, it may be necessary to require certain courses that are prerequisite to advanced study and make other necessary modifications in the individual student's program.



**114 General Zoology. 4.** Introductory study of the biology of selected vertebrates and invertebrates including basic concepts of morphology, anatomy, physiology, ecology, taxonomy, and evolution. Fulfills laboratory science requirement.

**115 General Botany. 4.** Study of the plant kingdom including morphology, anatomy, physiology, and ecology. Fulfills laboratory science requirement.

**116 Elementary Statistics (Mathematics 116). 4.** Introduction to statistics. Includes binomial and normal distribution with application of estimation of testing of hypotheses, regression and correlation. Fulfills non-laboratory science requirement.

**204 History of Medicine in America (History 204). 4.** Pre-scientific roots of American medicine; the

evolution of scientific medicine and its impact upon medical education, the organization of the medical profession, public attitudes toward medicine; problems in health care delivery and medical ethics. Laboratory exercises focus upon the development of the technology and instrumentation of medicine and their influence upon scientific knowledge. Field study at Duke University Medical Center examines contemporary applications.

**211 Genetics and Man. 4.** Study of genetics and evolutionary thought with special emphasis on their implications for human society. Evolution, the cell as a unit of life, the principles of heredity, population genetics, and human inheritance. Open to biology majors only with permission of adviser. Fulfills non-laboratory science requirement.



## BIOLOGY

- 212 Ecosystems. 4.** Structure and function of ecosystems with reference to energy flow, nutrient cycling, population growth and regulation, and community organization and dynamics. Particular emphasis on the relation of man to the ecosphere. Open to biology majors only with permission of adviser. Fulfills non-laboratory science requirement.
- 213 Cell Biology. 4.** Microscopic structure of cells and cell organelles; biochemical components and functions of cell organelles as related to morphology; growth and division processes of cells with particular emphasis on morphological characteristics and biochemical changes during growth and development. Laboratory techniques such as autoradiography and isolation and characterization of cell organelles utilized. Prerequisites: Biology 114, Chemistry 112.
- 221 Comparative Vertebrate Anatomy. 4.** Brief survey of the main classes of vertebrates; detailed comparative study of vertebrate anatomy; detailed laboratory study of the shark, neoturus, and cat.
- 222 Comparative Vertebrate Embryology. 4.** Detailed review of the processes of germ cell development, fertilization, and cleavage; comparative study of the development of the frog, chick, pig, and man.
- 224 Field Botany. 4.** Field study of the vascular plants including classification, collection, and identification through fields and laboratory work.
- 325 Nonvascular Plants. 4.** Advanced study of nonvascular plants with emphasis on the morphology, anatomy and phylogeny of algae and fungi.
- 326 Vascular Plants. 4.** Advanced study of the vascular plants with emphasis on their morphology, anatomy, and phylogeny.
- 331 Animal Physiology. 4.** The various physiological processes characteristic of living organisms; the functioning of the individual organ systems with emphasis on the interrelationships between organ systems and the functioning of the organ systems in the maintenance of homeostasis; selected topics in comparative vertebrate physiology. Laboratory examination of the characteristics of muscles, the electrical properties of nerve conduction, reflex function, blood and its circulation, respiration, kidney function, and somesthetic sensations.
- 332 Invertebrate Zoology. 4.** Advanced study of the phyla of invertebrates with emphasis on the taxonomy, physiology, and ecology of the several groups.
- 333 Microbiology. 4.** Structure, classification, nutrition, and biochemistry of micro-organisms; microbiological causes and treatments of various disease conditions, bacterial genetics, sporulation, and the processes of viral infection. Prerequisites: Biology 213, Chemistry 112.
- 334 Biochemistry (Chemistry 334). 4.** The chemical structure and physiological function of the biochemical building blocks of living organisms; structure and

function of proteins, carbohydrates, lipids, and nucleic acids studied and correlated with their structural properties and functions in cells; particular emphasis on the mechanisms of synthesis of proteins and nucleic acids. Prerequisites: Biology 213, Chemistry 112 and 224 which may be taken concurrently.

**335 Vertebrate Zoology. 4.**

Advanced study of vertebrates with emphasis on taxonomy, morphology, and ecology of representative species.

**337 Plant Physiology. 4.**

Physiological processes of plants with particular emphasis on the higher plants.

**340 Psychobiology (Psychology 340). 4.**

Study of the nervous system in relation to behavior with special emphasis on neural basis of emotion, motivation, perception, learning, memory, and consciousness; laboratory involving small animal surgery to investigate brain-behavior relationships.

**341- Human Anatomy and**

**342 Physiology. 4, 4.** Detailed study of the human body including a study of all organ systems, the interrelationships between structure and function, the effects of exercise, and the characteristics of a variety of disease conditions. Laboratory study of the anatomy of the body using the cat primarily and selected experiments in circulatory, nerve, muscle and exercise physiology with

emphasis on the physiological responses of the human body. Designed to meet the special needs of the physical education major; open to other students by departmental approval. Offered alternate years.

**400 Senior Seminar. 1.**

**438 General Ecology. 4.** Principles of ecology; laboratory and field work emphasizing animals but including factors governing the distribution of both plants and animals.

**443 Genetics. 4.** Study of Mendelian and non-Mendelian genetics; the chemical structure of the gene; population genetics and evolution; animal and human materials studied in the laboratory.

**445 Marine Science. 4.** Principles of oceanography and problems of marine biology. A ten-day field trip to a marine biology station included in course. Open only to majors with departmental approval. Prerequisite: Biology 332.

**450 Special Topics. 4.**

**460 Independent Study.**

**470 Senior Thesis.** Individual experience in the research techniques of biology; writing of a professional paper.

**490 Departmental Honors.** See page 37.

## CHEMISTRY

The chemistry department seeks to serve many types of students. It endeavors to give all students an insight into the chemist's activity and role in society; to equip majors with the tools needed for graduate work, teaching or industry; and to provide those going into allied science and health fields the requisite chemical skills and understanding.

A major in chemistry requires Chemical Principles I and II, Ionic State, Metals and Metal Complexes, two semesters of Organic Chemistry, Thermodynamics, Senior Seminar, and one advanced course (Nuclear Chemistry, Chemical Bonding, Biochemistry, or certain courses offered at the University of North Carolina at Greensboro). Majors are encouraged to carry out an independent study project sometime during the last two years and to participate in or observe industrial chemistry. Two mathematics courses, including Calculus I, and two physics courses are taken by the chemistry major. Additional courses should be taken in these fields as well as in chemistry if the student's plans include graduate study. Languages most useful for chemistry are German, Russian, French, Japanese, and Chinese.

The department offers courses in aspects of the history of science and technology to satisfy the growing interest of both science majors and non-scientists.

To recognize superior work in chemistry, the department offers an annual prize to the ablest freshman taking chemistry, and the Ljung scholarship to a chemistry major. In addition it selects its best senior to be given the Outstanding Student Award of the North Carolina Institute of Chemists. The Harvey Ljung Chemistry Lecture is delivered by a nationally recognized chemist.

**111 Chemical Principles I: The Mystery of Matter. 4.** Particles of chemistry; atomic, molecular and crystal structure; periodicity, bonding and energy relations. Fulfills laboratory science requirement.

**112 Chemical Principles II: The Chemical Bases of Life. 4.** Molecular and ionic equilibria, thermodynamics, kinetics and mechanisms, introduction to organic and biochemical systems. Prerequisite: Chemistry

111. Fulfills laboratory science requirement.

**220 Nuclear Chemistry and Radioactivity. 4.** Radioactive disintegration series, radioactive isotopes, and laboratory techniques. Prerequisite: Chemistry 112.

**221 The Ionic State. 4.** Ionic bonding, theories of ionization, reactions in solution, quantitative and instrumental analysis as applied to particular

environmental problems.

Prerequisite: Chemistry 112.

**222 Metals and Metal Complexes. 4.**

The metallic state, metal complexes, stereochemistry, elementary crystallography and spectroscopy. The laboratory centers on metal complexes their synthesis structure, properties and analysis. Prerequisite: Chemistry 221.

**223 Organic Chemistry I. 4.**

Chemistry of carbon compounds, preparation, sources, uses, and laboratory techniques, including polarimetry, IR, NMR, and gas chromatography. Prerequisite: Chemistry 112.

**224 Organic Chemistry II. 4.**

Continuation of study begun in Chemistry 223.

**331 Thermodynamics. 4.**

Kinetic molecular theory of gases, enthalpy, entropy, free energy, statistical mechanics, equilibrium, solutions. Prerequisites: Chemistry 221, two semesters of physics, and at least one semester of calculus.

**332 Chemical Bonding. 4.**

Chemical bonds, quantum mechanics, spectroscopy, advanced inorganic chemistry, periodic relationships. Prerequisite: Chemistry 331.

**334 Biochemistry (Biology 334). 4.**

Study of the chemical structure and physiological function of the biochemical building blocks of

living organisms; structure and function of proteins, carbohydrates, lipids, and nucleic acids studied and correlated with their structural properties and functions in cells; particular emphasis on the mechanisms of synthesis of proteins and nucleic acids. Prerequisites: Biology 213, Chemistry 112 and 224, which may be taken concurrently.

**335 History of Science. 4.**

The development of certain major scientific concepts such as atomism, evolution, and cosmology, from ancient times to the present. Emphasis on the interrelationship between scientific ideas and the technical knowledge, philosophical presuppositions, and religious beliefs current in the same period. Contrasts between Eastern and Western approaches to science. Prerequisites: sophomore standing, one term history, one term science. Approved to fulfill non-laboratory science requirement and BHTC 401.

**400 Senior Seminar. 2-4.**

**450 Special Topics. 2-4.** Recent course: History of Technology.

**460 Independent Study. 2-4.** Recent topics include Compounds of Nitrogen; Classic Experiments in Chemistry.

**490 Departmental Honors.** See page 37.

CLASSICS

The purpose of the classics program is to involve students in a multilevel study of the languages, literature, history, and culture of the classical

## DRAMA AND SPEECH

world, from which they may evolve a fuller awareness of their historical and humanistic heritage. The interdisciplinary nature of classical studies should contribute to the students' perception of the interrelatedness of various fields of knowledge and activity in the modern world.

### **301 Classical Literature in**

**Translation. 4.** Masterpieces from Greek and Roman literature; their relationship to the history and thought of the ancient world. Partially fulfills humanities requirement.

### **302 Classical Mythology. 4.**

Greek mythology from its primitive origins; its role in the literature, life, and thought of the ancient world; discussion of mythological theories in relation to the various disciplines. Partially fulfills humanities requirement.

### **311 Greek History. 4.**

Greek civilization from its origins in the Minoan-Mycenean period through the death of Alexander; conflicts and achievements of the fifth century. Partially fulfills humanities requirement.

### **312 Roman History. 4.**

Roman civilization from its origins in Italy through the age of Constantine; the constitutional development of the republic and the empire. Partially fulfills humanities requirement.

### **450 Special Topics. 4.**

Recent courses include Pacifism in Greek and Twentieth Century Drama, Paideia and the Playwright, The Image of Woman in the Classical World.

### **460 Independent Study.**

Recent topics include Medieval Latin, Greek Drama, Greek Lyric Poetry.

**CLASSICAL LANGUAGES:** Course offerings in classical languages enable the student to fulfill the foreign language requirement through the study of either Greek or Latin 201.

## **Greek**

### **100 Elementary Greek. 4.**

Introduction to Attic Greek based on fifth century authors; sight reading in the New Testament.

### **201 Intermediate Greek. 4.**

Further study of classical prose and poetry or readings in the New Testament, according to individual interests. Fulfills foreign language-intercultural requirement.

## **Latin**

### **100 Elementary Latin. 4.**

Introduction to Ciceronian Latin based on the original texts; sight reading in medieval Latin.

### **201 Intermediate Latin. 4.**

Further study of classical prose and poetry; readings in medieval Latin. Fulfills foreign language-intercultural requirement.

**COMPARATIVE ARTS.** See page 36.

## DRAMA AND SPEECH

The major in drama and speech is designed to give students a sound background in the development of drama as an art form; to deepen their

appreciation of its excellence as literature; to give them the technical knowledge necessary to select, stage, and direct plays; and to provide opportunities for personal development through individual and group performance.

A major requires a minimum of eight courses (32 credits), including Development of the Drama, Modern Drama, either Fundamentals of Acting or Fundamentals of Directing, and either Play Production or Theater Craft. Other major courses are elective within the department through counseling, according to the student's interest. Special projects and thesis productions are encouraged.

Although involvement in departmental productions is not limited to drama students, participation is required of majors to gain practical experience in performance, design, construction, and management. Stage facilities are available in Sternberger Auditorium as well as in Dana Auditorium.

With departmental approval, credit toward the major may be earned in summer theater projects.

### DRAMA

#### **205 Fundamentals of Acting. 4.**

Basic acting techniques; diction, projection, and body movement; character analysis and characterization; consideration of historical styles; studio and public performance. Fulfills creative arts requirement.

#### **206 Fundamentals of Directing. 4.**

Role of the director as creative interpreter in staging, blocking, timing, character building, and dramatic focus; practical investigation of historical and contemporary styles; student direction of scenes and short plays for studio and public performance. Fulfills creative arts requirement.

#### **207 Play Production. 4.** Practical survey of all aspects of theatrical production; consideration of problems in scenery, lighting, costuming, make-up, publicity, box office, and house

management; practical experience through work on college productions. Minimum of 24 hours of laboratory work required.



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- 208 Theater Craft. 4.** Theoretical and practical aspects of set design and technical theater; stage carpentry, scene painting, electricity and lighting. Term project and a minimum of 24 hours of laboratory work required. Prerequisite: Drama 207 or consent of instructor.
- 300 Oriental Drama. 4.** Comparative study of stage conventions, theater history, and dramatic literature of Japan, China, India, and other Oriental areas; theater as an expression of historical and cultural influences, comparison with Western conventions. Fulfills non-Western requirement.
- 307 Development of Drama. 4.** Classical drama of Greece, Spain, France, Germany, and Russia; social and intellectual background; history of the Western theater; structural and thematic analysis.
- 308 Modern Drama. 4.** Modern European and American drama from Ibsen to the present; history of the modern theater; social, psychological and philosophical influences on contemporary theater.
- 355 Shakespearean Drama (English 355). 4.** Concentrates on drama, but may include nondramatic works and plays by contemporaries. Approach and

works covered vary from year to year.

- 450 Special Topics. 4.** Recent courses include Advanced Acting, Improvisation, Mime, Make-up. May also be offered at the 250 or 350 level.

- 460 Independent Study.** Independent research or directed study for exceptional students during their junior and senior years in areas such as publicity, stage lighting, stage design. Only one independent study course is acceptable as a part of the major requirements.

- 470 Senior Thesis.**

- 490 Departmental Honors.** See page 37.

## SPEECH

- 100 Public Speaking. 4.** Intensive practice in techniques of effective public address; researching and composition of speeches; individual speech problems. Minimum of eight speeches required. Speech laboratory work required.
- 200 Oral Interpretation. 4.** Study and practice of techniques of reading poetry and prose aloud; literary analysis and characterization; preparation of solo program; studio and public performance.

## ECONOMICS

"The purpose of studying economics is not to acquire a set of ready-made answers to economic questions, but to learn how to avoid being deceived by economists."

Joan Robinson



No one can claim to be a truly educated person or well-informed citizen without some knowledge and understanding of economic forces in our society. The economics program is designed to make a unique contribution to the student's liberal arts education. By offering both scientific analysis and historical perspective, the department seeks to deepen the student's understanding of the complex economic forces at work in society; for example, those economic factors influencing the behavior of the consumer, the business firm, and the policies of the government.

In our society every individual must make many decisions which are economic in nature. Economic problems and policies have an extensive and continuous impact on our lives. Economic growth, inequality, inflation, pollution, energy, population, and other issues shape our world and therefore our lives.

The program is designed both for students who wish to learn economics for personal satisfaction and for those who wish to prepare for graduate study in economics or to pursue a career in related professions such as law, business, or government.

Eight courses (32 credits) are required for a major in economics, which must include Principles, Micro-Analysis, Macro-Analysis or Money and Banking, and Statistics.

## **100 Consumer Economics. 4.**

Appraisal of consumer problems in the intelligent choice and use of commodities and services, and how consumer interests can be better protected and promoted. Partially fulfills social science requirement.

## **200 Economic and Social**

**Development. 4.** Economic, political and social determinants of economic development; relations between the industrialized nations and the underdeveloped countries. A non-technical course with an interdisciplinary approach. Fulfills non-Western requirement.

## **213 Law and Society (Administration of Justice 213, Political Science 213). 4.**

Introduction to social jurisprudence; the judicial

system; legal rights, wrongs, and remedies; contemporary issues; law as a decision-making process related to other disciplines. Partially fulfills social science requirement.

## **215 Business Law (Management 215). 4.**

The legal basis for the efficient functioning of the economic system; economic changes reflected in the legal system; the relationship between economics and the law.

## **221 Economic Principles: Macro (Management 221). 4.**

Introduction to elementary macroeconomics and related problems and policies including national output, economic growth, economic stability, full employment, and monetary and fiscal applications. Partially fulfills social science requirement.

## ECONOMICS

### **222 Economic Principles: Micro. 4.**

Introduction to elementary microeconomics and related problems and policies including resource allocation and income distribution in a market economy, monopoly, trade, and comparative systems.

### **234 Statistical Methods in Business Economics. 4.**

Introduction to the concepts and methods used in quantitative economic analysis; frequency distributions, probability and sampling, time series, index numbers and regression analysis.

### **321 Microeconomic Analysis. 4.**

Intermediate-level approach to the theory of consumer behavior, the theory of the firm and market organization, the theory of distribution and general equilibrium. Prerequisites: Economics 221, 222.

### **322 Macroeconomic Analysis. 4.**

Intermediate-level approach to aggregate income and employment, including Keynesian and classical systems of thought, fiscal and monetary policy, economic growth, and inflation. Prerequisites: Economics 221, 222.

### **335 Comparative Economic**

**Systems. 4.** Nature of economic systems; comparison of traditional, capitalist, socialist, communist, and fascist approaches to the organization of economic activity, including historical and analytical material. Prerequisites: Economics 221, 222. Fulfills non-Western requirement.

### **342 Public Finance and Fiscal Policy. 4.**

Taxation theory, principles, and applications; national, state, and local finance; cost-benefit analysis; public revenues, expenditures, and debt as instruments of fiscal and social policy. Prerequisites: Economics 221 and 222, or permission of instructor.

### **432 International Economics. 4.**

Theory, problems, and policies in international trade; balance of payments problems; impact of international economic differences on underdeveloped nations; systemic approach to international economic relations. Prerequisites: Economics 221 and 222, or consent of instructor.

### **440 Government and Economic Policy. 4.**

Role of government in economic policy and administrative techniques for promoting social objectives; selected problems in economic control, legal regulation, and social welfare. Prerequisites: Economics 221, 222.\*

### **441 Labor Economics. 4.**

Origin and development of the labor movement and collective bargaining; evolution of public policy in labor relations; analysis of labor markets and relevant legislation. Prerequisites: Economics 221 and 222, or permission of instructor.

### **450 Special Topics. 4.**

Subjects of special interest to students and instructors not included in regular departmental offerings.

### **460 Independent Study.**

Independent research or

directed study on a topic of interest to the student. By departmental approval.

**470 Senior Thesis.** Research and writing of a professional paper.

**490 Departmental Honors.** See page 37. Directed study and research culminating in the writing of a professional paper.

## EDUCATION

Involvement is the cornerstone of the teacher education program at Guilford College. Education majors begin working with students as soon as they enter the program, putting to practical use the theoretical teaching skills learned in the college classroom. As the students teach, their own college class experiences provide a continual atmosphere for understanding, integration, and applying their field experiences.

The three areas in which students may take course work leading to a degree or to certification are:

**Early Childhood Education:** Kindergarten—Grade 3. Students in this area are strongly encouraged to concentrate their elective courses in a field of specialization such as social services, reading, children with special learning needs, day care management, science, or creative arts.

**Intermediate Education:** Grades 4-9. Areas of concentration include English/language arts, social science, mathematics, science, physical education, and earth science.

**Secondary Education:** Grades 10-12. Areas of concentration include English, mathematics, biology, social science, physical education, Spanish, and earth science.

Within the Greensboro Regional Consortium certification in French, music, art, speech and drama, and special education are also available. Assistant Professor Pat Daniel is the adviser and director of special education programs. Students who wish to major in psychology or sociology may also be certified in early childhood education.

Special activities available include seminars in teaching which stress direct involvement of students in a variety of teaching situations and can also be used as an introduction to education; internships, described on page 37; off-campus seminars, described on page 38; and the Association for Creative Education, which students interested in education are encouraged to join and which they may use as a focal point for special events.

## EDUCATION

Admission to the teacher education program must be requested while the student is enrolled in a beginning course in education. Acceptance is based on grade point average, recommendations, and other pertinent criteria. Enrollment in advanced courses is not permitted before admission to the program, and enrollment in the college does not guarantee acceptance in the teacher education program.

Application for student teaching must be made by March 1 of the junior year and must be supported by the department in which the student is majoring. A tuberculin skin test is required by the State Department before the student actually begins teaching.

Students interested in teaching must take Education in America, Child and Adolescent Psychology, Educational Psychology, a course in mathematics or logic (in elementary education particular courses are required), work in the teaching of reading (special subject areas are exempt from this requirement), and student teaching. Potential elementary teachers must have enrolled in at least three semesters of Seminar in Teaching and potential secondary teachers in one semester before student teaching, or show equivalent experience.

Specific course requirements for the programs are explained in brochures that may be obtained from the education department.

### **221 Education in America. 4.**

Introduction to the study of American education including philosophical, historical, sociological foundations; the role of federal, state, and local governments in education; financing education; research in teacher education and certification; contemporary issues in education.

### **236 Philosophy of Education**

**(Philosophy 236). 4.** Research and discussion of educational philosophies found in the works of Plato, Aristotle, Dewey, Piaget, Sartre, and others.

### **291 Sociology of Education. 4.**

Emphasis on the interaction of family, school, and community on the school child; influences of race and class considered.

### **320 Creative Arts in the Elementary School. 4.**

Development of creative experiences for young children in music, art, physical education, creative dramatics and movement.

### **321 Language Arts and Social Studies in the Elementary School. 4.**

Comparison of current methods and materials in teaching language arts and social studies; exploration of content and instructional strategies through practical experiences in the classroom.

### **322 Math and Science in the Elementary School. 4.**

Evaluation of current objectives, content, methods and materials for teaching mathematics and science. Development of

sequential learning experiences, problem solving techniques, and instructional strategies through practical experience in the classroom.

**360 Seminar in Teaching. 1.** Direct involvement of students in a variety of teaching situations; teaching strategies and individual research related to off-campus experiences discussed in seminars and individual conferences. Pass/fail grading.

**366 Diagnostic and Prescriptive Teaching of Reading. 4.** Principles and practices of a balanced program in reading, with emphasis on fundamentals of reading, word recognition, comprehension, rate, study skills; stress on diagnostic and prescriptive techniques with children.

**367 Reading in the Secondary School. 4.** In depth study of reading skills in content areas with emphasis on study skills; reading methods, materials and strategies; diagnostic and prescriptive techniques used in working with students.

**386 Materials and Methods in the Elementary School. 4.** Integrated with student teaching (Education 400). Emphasis on appropriate materials and methods for K-3 level (Education 386K) and for 4-9 level (Education 386I).

**388 Materials and Methods in the Secondary School. 4.**

Organization of teaching material; techniques of instruction; classroom organization and management.

**391 Early Childhood Education. 4.**

Consideration of philosophies and principles related to early childhood education; teaching strategies, materials and methods for personalizing instruction in a child-centered environment.

**400 Observation and Directed Teaching. 8.**

Observation and directed teaching in the area in which certification is desired, supervised by the public school's cooperating teacher and college personnel. Prerequisite: senior standing and completion of most courses in one's major. Pass/fail grading.

**450 Special Topics. 4.** Exploration of an area of particular interest not covered by regular departmental offerings. Recent topics include Communication Skills in Deaf Education and Processes in Education.

**460 Independent Study and Research.** Some recent topics are Education of the Disadvantaged and Special Project in Reading.

## **ENGLISH**

**ELEMENTARY EDUCATION.** See Education.

**ENGINEERING.** See Page 30.

## **ENGLISH**

The English department is primarily concerned with making the study of literature a process by which students and faculty working together can better understand the continuing attempts of men and women to evolve literary forms by which they can define the human condition. Such a study focuses on the artist as a creator of unique forms and as a spokesman for and critic of society's most serious concerns: religious, philosophical, moral, psychological, and political. The study of literature so conceived is, therefore, a proper core of studies for students interested in a humanistic, liberal arts education. The faculty is as concerned for students who want a significant, liberal arts education as it is for those students who have professional interests in literature.

There are no specific course requirements for the English major. Department members closely advise students, who individually devise a program of major and related field courses suited to their own interests, needs, and long-range goals. Normally a literature major balances historical with modern literary studies, American with British and perhaps with continental (or other) literatures, and devotes a few courses to genre studies and major literary figures such as Shakespeare or Faulkner.

Eight courses above the 200 level are required for an English major. The courses numbered 220 through 400 comprise about one-half of the literature offerings of the department and are taught at least once every four semesters. Students usually take at least half of their eight major courses from this group. The other large group of offerings is provided under Special Topics, a way in which the department can develop a broader and more flexible program in response to more immediate student literary interests and needs. Students usually take several of these 450 courses and complete the major by taking Independent Study and/or Senior Thesis.

The department normally limits students to one Independent Study project among the eight courses in the major and recommends that it not be undertaken until at least late in the junior year. Majors may engage in additional independent study on an elective basis, and occasionally the one-course limitation is waived.

Related field courses may be taken in one or several disciplines. Students interested in pre-professional study often take a double major in literature and another discipline. Creative writing courses, while offered through the

English department, are normally considered related field courses. The listed offerings in creative writing and in journalism are limited, but students with serious professional interests may develop more comprehensive programs through independent study and in the case of journalism through internships and work on the student newspaper. Additional work in journalism and creative writing is possible through consortium programs.

Students interested in teaching qualify for a secondary school certificate through courses in education and psychology.

Literature majors who show exceptional ability are encouraged to work for departmental honors in their senior year. Besides general college requirements, described on page 22, the English department expects the student to produce a significant critical paper, or series of related critical papers, on a major literary topic, and to pass an oral examination related to this topic. Students work for departmental honors in conjunction with Senior Seminar, Independent Study, Senior Thesis, or all three.

The Leora Sherrill O'Callaghan Scholarship is offered for students interested in majoring in English.

**106 Developmental Reading.**

Emphasis on vocabulary development, study skills, effective comprehension and interpretation; methodology of skimming and analytical reading. Pass/fail grading.

**110 Basic Composition. 4.** Practice in writing paragraphs and short papers through analysis of sentence structure and paragraph construction; readings coordinated with writing assignments. Specific writing problems handled in individual conferences and class discussions.

**150 Intermediate Composition and Literature. 4.** Discussion and practice in problems of composition at intermediate levels; varied readings in literature; analytical and critical essays; discussion of literature to help develop the student's

sensitivity to and understanding of language, literary art, and the broad humanistic concerns that literature raises. Required of all freshmen not placing in 200.

**200 Advanced Composition and Literature. 4.**

Special techniques in essay writing at the sophomore level; readings and discussion of literature focusing on the questions of literary language, form, and meaning; writing assignments emphasizing critical and analytical responses to literary works studied. Required of all sophomores See page 61 for exemption or substitution of advanced courses.

**210 Creative Writing. 4.** A writing workshop course; student work criticized in class and in individual conferences; class discussions of short stories, poetry, drama, and general

## ENGLISH

literary principles. Usually alternates between a concentration on poetry and on prose fiction. Fulfills creative arts requirements. Further work in creative writing possible through independent study.

**222 African Literature. 4.** The course begins with some study of geography, climate and cultural history; the body of the course involves reading contemporary African writers whose works are arranged to present the evolving development of Africa from pre-colonial to current situations. Fulfills non-Western requirement; with prior permission and some adjustments may apply toward English major.

**224 American Literature Survey. 4.** The American mind in literature from the Puritans to the present.

**240 Development of the Novel. 4.** The novel from its origins in the eighteenth century to the present.

**245 Southern Literature. 4.** Readings in themes of Southern American literature, emphasizing the Southern literary renaissance, but turning attention also upon some of the historical and social backgrounds of that flowering.

**255 The Russian Novel. 4.** Readings in the great novels of the thaw. Gogol, Turgenev, Dostoevsky, Tolstoy and others.

**300 Modern Poetry. 4.** British and American poetry since 1900; forms, techniques, themes; intensive analysis of the work of earlier poets such as Yeats, Eliot, Frost, and Stevens, and of more recent poets such as Levertov.

**301 Modern Fiction. 4.** Significant twentieth-century works, mainly British and American; such writers as Lawrence, Forster, Joyce, Faulkner, or more contemporary figures such as Durrell, Grass, Bellow, Barth, according to the interests of students and instructor.

**305 American Romanticism. 4.** Literary study focusing on such major figures as Emerson, Thoreau, Poe, Hawthorne, Melville, and Whitman.

**310 Victorian Literature. 4.** Questions, doubts, and problems of emerging modern society as seen through examination of major writers including Tennyson, Browning, Arnold, Rosetti, Dickens, Eliot, Thackeray, and Hardy.

**315 Realism in American Literature 4.** Study focusing on such figures as Dickinson, Twain, James, Howells, Crane, and Dreiser.

**320 Romantic Literature. 4.** Romanticism, its development, intellectual concerns, and literary forms, as seen in the writings of authors such as Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats.

**330 Neo-Classicism. 4.** Study of the major social and moral concerns of the Restoration and eighteenth century and of the major literary forms (satire, formal ode, comedy of manners, realistic novel, periodical essay), as seen in the writings of Dryden, Defoe, Swift, Pope, Sheridan, Fielding, Johnson, and others.

**340 Milton and His Age. 4.** Major poetry and prose of John Milton



and work of some of his contemporaries, considered in relationship to the history and thought of the seventeenth century.

**355 Shakespeare (Drama 355). 4.**

Concentration on drama, but may include non-dramatic works, and plays by contemporaries. Approach and works covered vary from year to year.

**360 Renaissance Literature. 4.**

Major themes and forms of Renaissance prose, poetry, and drama, as exemplified in Spenser, Sidney, Shakespeare, Donne, Marlowe, and others.

**370 Chaucer and His Age. 4.**

The *Canterbury Tales*, selections from Chaucer's other works, and additional writings of the late Middle Ages.

**381 Children's Literature. 4.**

Introduction to the classics of children's literature and their uses in the elementary school; extensive reading, reports, and the writing of stories and poetry for children. Required for special education and elementary education majors. Generally taught alternate years.

**450 Special Topics. 4.**

Designed for specialized interests of students and instructors or for standard subjects not listed in the catalog; occasionally inter-departmental and team-taught. Recent titles include Milton and Plato, The Literature of War, Russian Novel, Faulkner, Southern Literature,

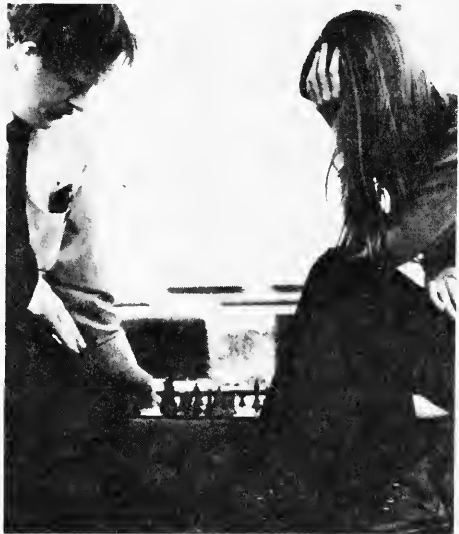
Symbol and Truth in Literature, Dante, Modern Poetry and Religion, Dickens, Medieval and Renaissance Romance, and Form and Idea in Drama.

**460 Independent Study. Credit**

variable. Topic, scope and conditions to be worked out prior to registration between instructor and student; considered only where serious interests are involved. Work may apply toward departmental honors if prior arrangement is made by student.

**470 Senior Thesis. Work may apply**

toward departmental honors if prior arrangement is made by student.



## **FOREIGN LANGUAGES**

**ENVIRONMENTAL STUDIES.** See page 33.

**ESPERANTO.** See Foreign Languages.

**FORESTRY.** See page 29.

## **FOREIGN LANGUAGES**

The Quaker heritage of Guilford College means that we have always been interested in the universality of mankind, without regard to national origin or native tongue. This has led to an unbroken interest in language as an instrument of international and intercultural understanding. Without exception, our language faculty have resided in countries other than the United States at some time and bring to their classes a live knowledge of the cultures with which they deal. An increasing number of our students participate in the Guilford Summer School Programs Abroad and bring back to the campus the perspectives of people in other countries.

Entering students may take a placement test to determine their level in a previously studied language. Students who place in a 100 level course and students who wish to begin the study of a new language must take both the 100 and 201 level courses to meet the foreign language requirement. Students who place in a 201 level course meet the foreign language requirement with that course. Students who place above the 201 level may take upper level courses according to their placement scores, although the foreign language requirement will have been met with their placement score.

Students may elect to continue the language they studied in high school or begin a new language, choosing from French, German, Greek, Italian, Latin, Spanish, or Esperanto. Russian is available through the regional consortium, and a student may petition to have other languages accepted to meet the foreign language requirement. Full college credit is awarded for all beginning language courses.

The department offers majors in French and Spanish. A major consists of eight courses (32 credits) above the intermediate course. Students majoring in one foreign language must take at least two courses in another foreign language. All majors are strongly encouraged to have some experience abroad, such as participating in the Guilford Summer School Programs Abroad in France, Germany, Latin America, or Spain before graduating. Additional foreign language courses are available through the Greensboro Regional Consortium.

## FOREIGN LANGUAGES

Appropriate courses in history, English, philosophy, sociology, and the arts are recommended as related subjects. Students preparing to teach French or Spanish in the secondary schools of North Carolina must meet the requirements for certification set by the education department in addition to the 32 credits required for the language major.

### FRENCH

#### **100 Elementary French. 4.**

Introduction to understanding, speaking, reading, and writing French. Laboratory required.

#### **201 Intermediate French I. 4.**

Grammar review, selected readings, and conversation with emphasis on pronunciation. Laboratory required. Fulfills foreign language-intercultural requirement.

#### **202 Intermediate French II. 4.**

Selected readings in French literature and further development of conversational skill. Laboratory required.

#### **211 Survey of French Literature. 4.**

Survey of the major French writers from the Middle Ages to the present. Partially fulfills humanities requirement.

#### **221 French Civilization. 4.** Studies in the background of French life and culture, outstanding contributions of France to world civilization.

#### **333- French Conversation and Com-**

#### **334 position. 4,4.** Thorough study of French grammar and the elements of phonetics; intensive practice in original composition and topical conversation. Laboratory required.

#### **400 Seminar. 1.** Reading and discussion of current periodical literature and of papers prepared by members of the seminar.

#### **442 Seventeenth-Century French Literature. 4.**

La Fontaine, Boileau, Madame de Sévigné, and other writers; plays by Racine. Partially fulfills humanities requirement.

#### **445 Eighteenth-Century French Literature. 4.**

French literature of the Age of Enlightenment, with emphasis on Montesquieu, Voltaire, Rousseau, and Diderot. Partially fulfills humanities requirement.

#### **446 Nineteenth-Century French Literature. 4.**

Representative writers of the period with emphasis on the theater, poetry, and the short story. Partially fulfills humanities requirement.

#### **447 Twentieth-Century French Literature. 4.**

The novel. Partially fulfills humanities requirement.

#### **450 Special Topics. 4.**

#### **460 Independent Study.**

#### **490 Departmental Honors.** See page 37.

### SPANISH

#### **100 Elementary Spanish. 4.**

Introductory course in Spanish with emphasis on oral and aural skills; reading and writing introduced, employing cultural materials. Laboratory required.

## FOREIGN LANGUAGES

- 201 Intermediate Spanish I. 4.** One section of this course is devoted to intensive drill in conversation. Other sections read materials appropriate to the intermediate level, and all sections have grammar review as necessary. Laboratory required. Fulfills foreign language-intercultural requirement.
- 202 Intermediate Spanish II. 4.** Selected readings in Spanish and Latin American literature, further development of speaking skills through use of the laboratory. Laboratory required.
- 221 Spanish Civilization. 4.** General approach to Spanish civilization from its beginnings to the present. Conducted in Spanish..
- 222 Latin American Civilization. 4.** Ibero-American cultural history and contemporary patterns of life; readings, discussions, lectures, slides. Conducted in Spanish.
- 333- Advanced Conversation and**  
**334 Composition. 4,4.** Finer points of grammar in conjunction with composition and daily practice in conversation.
- 400 Seminar. 1.** Readings and discussion of current periodical literature and of papers prepared by seminar members.
- 441 Medieval and Renaissance Literature. 4.** Spanish literature from *El Cid* to the Golden Age; consideration of how the literature reflects changing elements within government, church, society, and the individual. Partially fulfills humanities requirement.
- 442 Cervantes. 4.** A study of *Don Quixote* and the *Novelas Ejemplares*, with appropriate critical readings. Partially fulfills humanities requirement.
- 445 Nineteenth-Century Spanish Literature. 4.** Selected readings for class use from the early romanticists to the Generation of '98 and early twentieth-century authors; Spanish novels read independently. Partially fulfills humanities requirement.
- 446 The Spanish American Novel. 4.** Historical and critical study of some of the major representative novels of Latin America. Special emphasis on the development of this genre, with attention to the customs and philosophy of the people as reflected in the novels. Partially fulfills humanities requirement.
- 447 The Mexican Novel. 4.** Examination of representative novels emphasizing their reflection of the nation's search for identity. Partially fulfills humanities requirement.
- 450 Special Topics. 4.**
- 460 Independent Study.**
- 490 Departmental Honors.** See page 37.
- ## GERMAN
- 100 Elementary German. 4.** Introduction to the language through oral and aural training, basic grammar concepts, simple reading and writing. Laboratory required.

## FOREIGN LANGUAGES

### **201 Intermediate German I. 4.**

Reading of selected material, continued oral and aural practice, writing and grammar review. Laboratory required. Fulfills foreign language-intercultural requirement.

### **202 Intermediate German II. 4.**

Readings in German literature, oral and aural practice, grammar review as needed. Laboratory required.

### **211-Survey of German Literature.**

**212 4,4.** Survey of major writers in the German language from the Middle Ages to the present. Each course partially fulfills humanities requirement.

### **220 Introduction to German**

**Culture. 4.** Studies of the life and customs of the people in the main areas where German is the native language: West and East Germany, Austria, and Switzerland. Offered on demand.

### **330 Readings in Special Fields. 4.**

Developing skill in translating German selected from the student's major field of interest, such as science or religion. Offered on demand.

### **333-Advanced Conversation and**

**334 Composition. 4,4.** Finer points of grammar; intensive work in conversation.

**400 Seminar. 1.** Reading and discussion of current periodical literature and of papers prepared by seminar members.

### **450 Special Topics in German Literature. 4.**

Content determined by need. Recent topics include the classical

period (Lessing, Goethe, Schiller), contemporary literature, and genre literature.

### **460 Independent Study.**

**490 Departmental Honors.** See page 37.

## ITALIAN

### **100 Elementary Italian. 4.**

Introduction to understanding, speaking, reading, and writing Italian. Laboratory required.

### **201 Intermediate Italian I. 4.**

Selected readings from literature, study of grammar in depth, composition, and conversation with emphasis on pronunciation. Laboratory required. Fulfills foreign language-intercultural requirement.

### **202 Intermediate Italian II. 4.**

Offered on demand.

The Gina Payne McNeil Italian Prize of \$200 is awarded each year to the best student of Italian. Candidates are examined by an outside examiner between April 1 and 15 to determine the recipient.

## ESPERANTO

### **100 Elementary Esperanto. 4.**

Introduction to the history and structure of the language; reading and writing on an elementary level.

### **201 Intermediate Esperanto. 4.**

Selected readings from literature; further study of grammar and development of reading and speaking skills. Fulfills foreign language-intercultural requirement.

## GEOLOGY

### SPECIAL TOPICS

#### FL- Special Topics in Foreign

**450 Language. 4.** From time to time as need or interest warrants, topics such as Language for Foreign Travel or Linguistics are offered by the foreign language department.

**FRENCH.** See Foreign Languages.

**GEOGRAPHY.** See Geology.

### GEOLOGY AND EARTH SCIENCE



Vertical walls, descending into the bowl-like glacial cirque, were rasped out of rock by ice gone only 10,000 years.

Static Peak, Grand Tetons, Wyoming

The cypress seed, sprouting in a stump of the same species, is growing in rooted wood exposed by erosion in the Neuse River estuary after 2,000,000 years of burial.

Flanner's Beach, Coastal North Carolina

The sea waves, moving sand along the shore past colonial outposts only now changing under the influence of tourism, endanger the settlements of Kitty Hawk, Nags Head, Rodanthe, Hatteras, and Ocracoke with persistent erosion.

Outer Banks, North Carolina

Corals, building a wave-resistant framework, form a protective bulwark for barracuda, mangroves, sea turtles, lobster, and a myriad of shelled organisms and demonstrate the dynamic growth that created a similar mass of sediment, not more than 2 miles and 70,000,000 years distant as exposed on the adjacent land.

La Parguera, Puerto Rico

Night hawks, sweeping the sky at twilight, arouse the certainty that the spirits present in the great Kiva of Casa Rinconada 700 years ago are not yet gone.

Chaco Canyon, New Mexico

Searching literature and briefing legal documents in a Greensboro law office help prepare a case for trial on the misuse of the flood-plain of South Buffalo Creek.

Greensboro, North Carolina

Geology, the study of the earth, is a first-hand experience at Guilford College as attested by each of the statements above; for each is a description of student experiences that are a regular part of the flexible "hands-on" program in the department of geology and earth science.

The program is centered around a core of courses that lays a firm academic foundation in geology as a science. In turn, this foundation serves as a springboard to graduate study, professional geology, teaching, environmental science, creative writing, law, anthropology, and geography. Each of these areas is currently or has been recently the professional goal of students in the department. These goals can be realized by using programs now available in the department or through consortium arrangements with other colleges and universities in Greensboro.

Two degrees are available. The Bachelor of Science focuses on geology as a professional discipline and is oriented toward graduate study; the Bachelor of Arts degree permits greater freedom in choosing a broad range of introductory science courses for those interested in earth science teaching, museum science, writing in the natural sciences, or other similar fields. In each case, requirements for the major include the completion of eight courses (32 credits) in geology (limited substitution in special fields outside the geology may be made with departmental approval), presentation of a senior thesis that meets certain guidelines for quality and originality, and course work in the related fields of chemistry, mathematics, and physics or biology.

Courses required for either degree are Physical Geology, Historical Geology, Mineralogy, Petrology, Senior Thesis, and one year of introductory chemistry. The Bachelor of Science degree program also requires one year of calculus or calculus and statistics, one year of introductory laboratory courses in physics or biology, Structural Geology, Paleontology, and two additional geology courses. The summer course Seminars West is strongly recommended for B.S. degree candidates. Additional courses required for the Bachelor of Arts degree are Elementary Functions (Mathematics 115), any two courses in biology or physics, Structural Geology or Paleontology, and any three other science courses, one of which must have a laboratory. Substitution of courses in either of these programs is permitted only if the course requested is at an equivalent academic level and if it meets a specific need in the student's program.

Field courses such as Seminars West and Off Campus Seminars in Geology to Florida or to the North Carolina mountains or coast involve a great deal of camping, hiking, and geologic field experience at several levels of geologic sophistication. Not only is the geologic development of

## GEOLOGY

each of these areas studied, but also the history, geography, anthropology, and environmental impact of mankind are considered.

The department supports the interdisciplinary concentrations in History of Science (see page 34) and Environmental Science (see page 33).

A faculty with a total of 22 man-years of industrial experience and a like amount of service in college teaching is readily available, not only for course work but for extensive counseling as well. All are broadly educated in science; all have taught across the boundaries between science and the humanities; and all are intensely interested in the economic and social context of geological work.

**111 Physical Geography. 4.** Patterns in the natural system, especially spatial ones: location of man on earth and earth in space; energy flow in the natural system; climates; development of landforms and soils; distribution of man and the natural resources on which he is dependent. Fulfills non-laboratory science requirement.

**121 Physical Geology. 4.** Materials of the earth and processes acting on them, both at the surface and within: nature of continents and oceans, continental drift, erosion and weathering, rocks and minerals, mapping; a consideration of the earth as a physico-chemical system and man's part in that system. Fulfills laboratory science requirement.

**122 Historical Geology. 4.** Historical account of the discovery of geologic time and development of the theory of evolution; origin and development of the earth; geologic history of North America—both life and lands. Emphasis in laboratory on interpretation of earth history and on applications of methods in making such interpretations. Fulfills laboratory science requirement.

**131 Environmental Geology. 4.**

Consideration of geologic processes and geographic principles at the earth's surface to serve as a background for studying man and his activities as a part of the earth system; development of a basis for judging the balance between man's contribution to environmental disruption and his need to further develop earth resources for his continued existence. Fulfills laboratory science requirement.

**211 Mineralogy. 4.** Crystallography, physical and chemical mineralogy, descriptive and determinative mineralogy; introduction to the petrographic microscope, crystal structure, x-ray analysis, gemology, and economic uses of minerals. Prerequisites: Chemistry 111, concurrent registration, or permission of instructor. Fulfills laboratory science requirement.

**212 Petrology. 4.** Description, classification, origin, and evolution of igneous, metamorphic, and sedimentary rocks; mineral composition, texture, and field occurrence; concepts of chemical reactions, stability, and equilibrium; a study



of the rock classes in thin section. Prerequisite: Geology 211 or permission of instructor.

**224 Economic Geography. 4.**

Analysis of world economic activity based upon spatial factors and its relationship with patterns of agriculture, manufacturing, distribution, production, and utilization of basic commodities.

**240 Seminars West. 4.** Five-week summer course to study the American West. Emphasis on geologic processes of mountain building and erosion and their impact on man—history, prehistory, environment, literature, and art. Trips alternate each year between the Southwest (Grand Canyon, Mesa Verde) and the Central Rockies of Montana and Wyoming (Yellowstone, Grand Tetons). Four weeks of travel, camping, and hiking must be recorded in a journal and some aspect of the trip developed in a paper or project. Fulfills laboratory science requirement.

**241 Off-Campus Seminars in**

**Geology. 1.** Five- to ten-day camping trips to investigate the mountains of North Carolina or the geology of the North Carolina coast. May be repeated with different content. Generally graded on a pass/fail basis.

**322 Energy and Natural**

**Resources. 4.** Analysis of the problems posed by the interaction of conventional economic growth with limited natural resources; evaluation of the potential contribution of various alternative energy sources to the national/world energy budget; review of the

distribution and abundance of mineral resources. Fulfills non-laboratory science requirement.

**335 Structural Geology. 4.** Study of the deformation of rocks of the earth's crust: descriptive and theoretical treatment of folding, faulting, jointing, unconformities, diapirs, plutons, and the structural features found in igneous, metamorphic, and sedimentary rocks; introduction to geophysical methods; discussions of problems in global tectonics, such as mountain building and continental drift. Prerequisites: two laboratory courses in geology and competence in trigonometry (or Mathematics 115), or permission of instructor.

**336 Geomorphology. 4.** Broad study of landforms and the processes involved in their formation; investigation of fluvial and arid geomorphic cycles, the peneplain concept; geomorphic features associated with wind, ice, igneous activity, underground water, coastlines, gravity, and structural movement. Prerequisites: Structural Geology or permission of instructor. Offered alternate years.

**340 Sedimentation. 4.** Quantitative study, in the laboratory and field, of the physics and chemistry of sedimentary processes: what controls materials supplied to the agents of transport and where and why the materials are deposited; comparisons between the recent deposits and their ancient counterparts. Prerequisites: Geology 211, one other geology laboratory course or permission of instructor. Offered alternate years.

## HISTORY

**415 Paleontology. 4.** Study of fossils with major emphasis on invertebrates; classification and identification; principles of evolution and paleoecology; the application of paleontology to geologic problems, especially its use in stratigraphic studies. Prerequisites: three semesters of laboratory courses in geology and/or biology, or permission of instructor.

**416 Stratigraphy. 4.** Description, classification, correlation, and interpretation of sedimentary rocks; principles of stratigraphic nomenclature; interpretation of tectonic conditions, depositional environment, and paleogeography; advanced historical geology. Prerequisites: four semesters of laboratory courses in geology or related science, or permission of instructor. Offered alternate years.

**428 Economic Geology. 4.** Study of the principles and processes of

formation of mineral deposits and their relationships to methods of economic exploration of metallic and non-metallic mineral concentrations. Prerequisites: Geology 212, 335, or permission of instructor.

**450 Special Topics. 4.** Subjects of specialized interest such as vulcanology, geophysics, energy crisis, field problems, vertebrate paleontology, Reefs of Puerto Rico, geochemistry, hydrology, soil science, marine geology, glaciology; interdisciplinary subjects and courses by visiting instructors when appropriate. May be offered also at the 250 and 350 levels.

**460 Independent Study.** Independent and directed research, including field and laboratory experience.

**470 Senior Thesis.**

**490 Departmental Honors.** See page 37.

**GERMAN.** See Foreign Languages.

**GREEK.** See Classics.

## HISTORY

"The past is never dead. It's not even past." These words of William Faulkner set the tone for the Guilford College history department. Although the past is a subject so vast and complex that it can never be mastered by one person, it is possible through careful study and analysis to obtain a large degree of understanding of mankind's achievements. This requires hard intellectual work, which in turn is rewarded by a better comprehension of the present and a degree of confidence in facing the future. The department seeks to help its students in this purpose by approaching the study of history through an examination of broad historical forces and trends and through detailed study of smaller segments. The program provides a sound foundation for graduate study in history, a valuable background for professions such as law, and a

thorough understanding of subject matter for teachers of history and social studies in the secondary schools. In addition to law and teaching, history majors have found rewarding careers in many areas of business, government, community service, and church work.

A major in history consists of eight courses (32 credits) which should represent a progression from introductory courses through an advanced seminar. A general balance between American and European history is desirable. The seminar, which may be in either area, emphasizes techniques of research and writing under individualized direction.

The history department also offers courses under the 250, 350, and 450 designations which reflect the expertise of its staff and the interests of students. Recent course offerings in this area include the Byzantine World, Sports and Society in America, and Tudor-Stuart England.

History majors intending to pursue graduate study should select additional history courses as electives and acquire a proficiency in one or more foreign languages. It is strongly recommended that pre-law students take courses in English history, accounting, and logic. Students may "test out" of most basic courses and enroll in intermediate and advanced courses or independent study to satisfy the major requirements. Senior history majors with a sufficiently high grade average in history are encouraged to write a thesis.

Courses in non-Western studies may be taken by majors for history credit, but not for both history and non-Western studies credit.

To encourage superior work in history the department offers freshman and senior history awards every year, as well as the Newlin and the Thompson scholarships. The Newlin and the Patrick lectures bring recognized historians to campus to present scholarly papers, and the Swindell Fund enables the department to purchase special items for the library outside its regular budget. The department sponsors a chapter of Phi Alpha Theta, the international history honor society.

**INTRODUCTORY COURSES:** Designed to develop knowledge of basic historical fact, method, and interpretation; usually limited to freshmen and sophomores.

### **101 Modern Europe to 1815. 4.**

Major developments in European history from 1500 to 1815; the Renaissance and the Reformation, the rise of the nation state, the Age of Enlightenment, and the French Revolution. Partially fulfills humanities requirement.

### **102 Modern Europe Since 1815. 4.**

Europe from 1815 to the present; the consolidation of large nation states, imperialism, and world wars; and the problem of democracy and dictatorship. Partially fulfills humanities requirement.

## HISTORY

### **103 The United States to 1877. 4.**

Origin and growth of the United States from colonial times to 1877. Partially fulfills humanities requirement.

### **104 The United States Since 1877. 4.**

Social, political, constitutional, and economic developments since 1877. Partially fulfills humanities requirement.

### **105 Non-Western Civilization. 4.**

History as a cultural resource diluting ethnocentrism; short studies of non-Western cultures; common problems faced in the twentieth century by peoples of many different historical backgrounds. Fulfills non-Western requirement.



**INTERMEDIATE COURSES:** Designed to develop synthesizing and interpretive skills through broad exposure to secondary sources.

### **201 Colonization and Revolution. 4.**

Influence of New World conditions on peoples, ideas, and institutions transplanted from Europe; relations of England with her American colonies; social and intellectual sources of rebellion; the adopting of a federal constitution. Particular attention given to the art and skills of the biographer.

### **202 North Carolina History. 4.**

North Carolina from the period of exploration to the present; colonial foundations, establishment of the commonwealth, constitutional reforms, educational and economic developments; important problems and developments in their national perspective.

### **203 Recent United States History. 4.**

Influence of politics, wars, and men on the internal affairs of the

United States, with emphasis on the period since the New Deal.

### **204 History of Medicine in America (Biology 204). 4.**

Pre-scientific roots of American medicine; the evolution of scientific medicine and its impact upon medical education, the organization of the medical profession, and public attitudes toward medicine; problems in health care delivery and medical ethics. Laboratory exercises focus upon the development of the technology and instrumentation of medicine and their influence upon scientific knowledge. Field study at Duke University Medical Center examines contemporary applications.

### **205 Renaissance and Reformation. 4.**

Study of the economic, social, political, and cultural changes in Europe during the era of transition from medieval to modern, 1300 to 1648.

**206 History of Africa. 4.** Major developments in the history of Africa with emphasis on sub-Saharan Africa; early civilizations and institutions, colonial Africa, Africa since 1945. Fulfills non-Western requirement.

**207 England to 1689. 4.** England during its formative period; legal and constitutional development.

**208 England since 1689. 4.** England during its imperial and industrial

**ADVANCED COURSES:** Designed to improve skills developed in introductory and intermediate courses and to develop basic analytical skills through working with primary sources.

**301 United States Diplomatic History. 4.** Major trends in American diplomatic history from the Revolution to recent times; economic, social, and political forces that have influenced foreign policy.

**302 Economic History of the United States. 4.** Survey of the principal economic forces accounting for the emergence of the United States from an underdeveloped economy to its present status.

**303 American Intellectual and Social History. 4.** Ideas and attitudes—their origin, influence, and modification; the impact of science and religion on American thought; the intellectual defense of American society and the emergence of dissenters and reformers; the development of new approaches in the humanities, education, law, and philosophy; the role of minority groups and women.

**304 European Diplomatic History, 1870-1920. 4.** Examination of the

growth; Great Britain's enduring influence on the world.

**209 Russia to 1881. 4.** Russia to the assassination of Alexander II, with emphasis on Kievan Russia, Muscovite Russia, the rise of the autocracy, the position of the peasantry, and the revolutionary movement in Russia.

**210 Russia from 1881 to the Present. 4.** Decline of the autocracy, the 1905 and 1917 revolutions, Soviet Russia's internal development and establishment as a world power.

diplomatic relations of the European powers preceding World War I and the consequences of the war; comparison of social, cultural, and political circumstances before and after the war.

**305 Recent European History. 4.** Economic, political, and social factors in the major developments in Europe since 1939; contemporary trends in global context.

**306 Medieval Civilization. 4.** Extensive study of the writings of modern historians, emphasizing crucial issues and personalities which shaped the medieval world.

**400 Seminar in History. 4.** Detailed analysis of specialized historical periods or areas, requiring advanced research using primary sources. For the history major or mature nonmajor with the consent of the instructor.

## MANAGEMENT

### SPECIALIZED COURSES

**450 Special Topics. 4.** Exploration of an area or particular problem of interest not included in regular departmental offerings. May be offered also at the 250 or 350 level.

**460 Independent Study.**  
Independent research or directed study involving weekly

meetings with a departmental adviser; oral or written examination.

**470 Senior Thesis.** Research and writing of a scholarly monograph.

**490 Departmental Honors.** See page 37. Credit but not honors status granted unless examination grade is B or above.

The following courses offered by other departments are accepted as history credit for majors only with departmental approval:

**Chemistry 335. History of Science.**

**Classics 311. Greek History.**

**Classics 312. Roman History.**

**Sociology 353. Cultural History of Latin America.**

**Sociology 354. Cultural History of South Asia.**

**HISTORY OF SCIENCE.** See page 34.

**HUMANISTIC STUDIES.** See page 28.

**INTERCULTURAL STUDIES.** See page 24.

**INTERDISCIPLINARY STUDIES.** See page 36.

**LATIN.** See Classics.

### LIBRARY

**200 Library Research Skills. 4.**

Basic research strategy to help students secure information they need in an academic library.

The course teaches students how to locate and use material in books, professional journals,

magazines and newspapers; to use microform and microform equipment; to utilize resources in the reference room; to write footnotes and bibliographies; and to operate audio-visual equipment. Pass/fail grading.

## MANAGEMENT

The objective of the management department is to prepare students to be immediately effective in management with the potential for growth in administration. The major is designed to develop an understanding of the role of the United States economy and public and private organization management in a changing society, and to make students aware of the importance of anticipating and preparing for change. Although the major is career oriented, the total program conforms to Guilford College's liberal

arts tradition within a concentration of Financial Management, Human Resource Management or Information Systems Management. Effort is made to tailor the major and related course requirements to the needs of each individual student.

Three programs are offered, one leading to the Associate of Arts degree; one to the Bachelor of Administrative Science degree; and one, through special arrangement, to the Bachelor of Science degree.

Courses required for the Bachelor of Administrative Science degree usually include Introduction to Business, Managerial Analysis, Principles of Economics, Principles of Accounting, Organization and Management, Statistical Methods, Financial Management, two concentration courses, and an appropriate capstone course.

The Associate of Arts degree in management requires sixteen courses (64 credits) of academic work with a cumulative C average, or the equivalent of two years of full-time college study. This program offers the maximum number of professionally oriented courses in the first two years so students can improve their professional competence quickly. All required course work is fully accredited toward a baccalaureate degree. Required courses include Managerial Analysis, Principles of Accounting, Statistical Methods, Organization and Management and Financial Management.

**120 Introduction to Business. 4.**

The components, types, nature and purpose of business organizations. The inherent social and ethical problems of business operations and the role of business in a free enterprise economy.

formulation of business policy.

Study of managerial use of concepts of profit, competition, demand, cost, capital investment in the decision process.

**221 Economic Principles: Macro (Economics 221). 4.**

Introduction to elementary macroeconomics and related problems and policies including national output, economic growth, economic stability, full employment, and monetary and fiscal applications. Partially fulfills social science requirement.

**141 Computer Systems**

**Management. 4.** Characteristics and types of hardware and software; organization and management of data processing; applications of computers in management; introduction to computer use and programming.

**225 Elements of Accounting I (Accounting 225). 4.**

Methods of accounting practice, theory of accounting as a management information system, study of the accounting cycle and presentation of financial statements, methods and practices applicable to formal organizations.

**215 Business Law (Economics**

**215). 4.** The legal basis for the efficient functioning of the economic system; economic changes reflected in the legal system; the relationship between economics and the law.

**220 Managerial Analysis. 4.**

The use of economic concepts in the

## MANAGEMENT

### **226 Elements of Accounting II (Accounting 226). 4.**

Continuation of the study of accounting principles and practices; emphasis on managerial accounting tools for decision making. Prerequisite: Accounting 225.

### **234 Statistical Methods I. 4.**

Statistical methods for the solution of management problems including frequency distribution, correlation and regression, time series analysis, index numbers, probability, and statistical inference.

### **320 Organizational Behavior. 4.**

Role and functions of the manager; skills needed to understand and react intelligently to determinants of behavior, actual behavior and the consequence of behavior in organizational settings. Interpersonal, intergroup, and intragroup situational analysis.

### **321 Personnel Administration. 4.**

Techniques, issues and problems in recruitment, selection, development, utilization of and accommodation to human resources in organizations.

### **331 Money, Banking and Monetary Theory (Economics 331). 4.**

Nature and functions of money; description and analysis of the banking system; overview of modern monetary theory and policy. Prerequisites: Economics 222, Management 221.

### **335 Organization and**

**Management. 4.** Theory, principles, practices, and problems involved in organizing and managing any formal organization: business,

government, institution; a conceptual methodological, operating, control, and feedback systems approach illustrated by a consideration of cases.

### **336 Financial Management. 4.**

Theory, principles, and practices of corporate finance, conceptual background, problems of financial allocation of corporate resources, role of finance executives. Prerequisite: Economics 222, Management 221, 226.

### **344 Statistical Methods II. 4.**

Elements of statistical inference including managerial applications of probability, curve fitting, estimation, hypothesis testing, regression and correlation analysis, non-parametric tests and Bayesian statistics. Prerequisite: Management 234.

### **345 Quantitative Methods. 4.**

Techniques of management science including inventory management, networks, linear programming, dynamic programming, queueing, simulation and decision analysis. Prerequisites: one mathematics and one statistics course recommended.

### **400 Policy Formulation. 4.**

Analysis of the production-operating function in both manufacturing and non-manufacturing organizations. Developing policies which support total organizational goals under varying constraints incorporating analysis of economic, political, and social influences on the firm.



## MATHEMATICS

**421 Industrial Relations. 4.** Role, functions and problems of management in the collective bargaining process. Bargaining issues of rights, job design, pay, fringe benefits and due process. Negotiation and administration of the agreement. Prerequisite: Management 321.

**424 Marketing Management. 4.** Planning and control of marketing operations as a systems approach; forecasting and planning, modern control techniques, and appraisal of distribution costs and their control. Prerequisite: senior standing or departmental approval.

**450 Special Topics. 4.** Exploration of an area or particular problem of

interest not included in regular course offerings, such as Investment Analysis or Quantitative Methods. May be offered also at the 250 or 350 level.

**460 Independent Study.** In addition to individual student projects, the department may offer special seminars or work seminar projects.

**470 Senior Thesis.** Individual experience in the research techniques of management; writing of a professional paper. By departmental approval.

**490 Departmental Honors.** See page 37.

## MATHEMATICS

The mathematics department subscribes to the theory that mathematics is best learned by doing, rather than watching; thus active participation by students is encouraged in all programs. The department also believes that the opportunity for students to work with faculty members individually and in small groups is of utmost importance, and so it provides numerous opportunities for seminars and independent study.

The department serves the college through courses in basic and applied mathematics, covering topics such as elementary probability, matrix algebra, statistics, computer mathematics, elementary functions, and calculus. Mathematical concepts and methods for prospective elementary school teachers are available. A historical and cultural approach to mathematics has been developed for humanities and creative arts majors. Department members are also involved in the college's interdisciplinary programs.

Students majoring in mathematics are encouraged to discover areas in which they have both interest and talent. Many begin with Foundations of Mathematics, which orients them toward creative mathematical thinking and independent work. All majors are required to take the traditional sequence of calculus courses, plus their choice of any five courses numbered above Calculus III.

The theoretical mathematics program which prepares students for graduate study has been notably successful for many years. Students in this program are encouraged to participate in undergraduate research

## MATHEMATICS

seminars in algebra, analysis, geometry, or topology. Applied mathematics for the physical sciences is offered in conjunction with the physics department. Students in this program take special courses in mathematical physics, linear algebra, and computer work. A program in computer oriented mathematics is also available which offers courses in numerical analysis, probability and statistics, and operations research.

The **Journal of Undergraduate Mathematics**, an internationally distributed periodical published by the department, is devoted to undergraduate research and frequently includes articles by Guilford students. Each year the journal sponsors a Conference on Undergraduate Mathematics which provides students with an opportunity to share their ideas with other talented students and to hear lectures by prominent mathematicians.

A scholarship for mathematics students is provided by the Nereus and Oriana Mendenhall Scholarship Fund.

### **103- Mathematics for Elementary**

#### **104 School Teachers. 4,4.**

Introduction to the real number system and basic concepts of algebra and informal geometry. either course fulfills non-laboratory science requirement for elementary education majors.

### **105 Finite Mathematics. 4.**

Introduction to logic, set theory, permutations, combinations, and probability. Fulfills non-laboratory science requirement.

### **110 Mathematics for the Liberal**

**Arts. 4.** The nature of mathematics from cultural, historical, and logical viewpoints, stressing relationships between mathematics and other disciplines. Fulfills non-laboratory science requirement.

### **115 Elementary Function. 4.**

Elementary analysis of algebraic, exponential, and trigonometric

functions, especially designed for students planning to take calculus but not having the necessary prerequisites. Fulfills non-laboratory science requirements.

### **116 Elementary Statistics. (Biology**

**116) 4.** Elementary introduction for students majoring in other departments. Includes binomial and normal distribution with application of estimation of testing of hypotheses, regression and correlation. Fulfills non-laboratory science requirement.

### **121- Calculus I, II. 4,4.**

**122** Analytic geometry, functions, limits, derivatives, integration, and transcendental functions. Either course fulfills non-laboratory science requirement.

**211 Calculus III. 4.** Series, partial differentiation, multiple integration, and vector analysis. Fulfills non-laboratory science requirement.

## 212 Mathematics for the Physical Sciences (Physics 212). 4.

Topics of mathematics especially useful to students in the physical sciences; vector analysis, coordinate systems, complex numbers, ordinary differential equations, Fourier series, Fourier and Laplace transforms. Prerequisite: Mathematics 211.

## 221- Foundations of Mathematics.

**222 4,4.** Axiomatic development of an elementary mathematical system, stressing the logical nature and structure of mathematics. Either course fulfills non-laboratory science requirement.

**231 Theory of Numbers. 4.** Study of the properties of integers: divisibility, congruences, prime residues, and Diophantine equations.

**311- Survey of Geometry. 4,4.** In-

**312** troduction to modern geometry, with emphasis on non-Euclidean geometries.

**321- Abstract Algebra. 4,4.** Intro-

**322** duction to groups, rings, integral domains, fields, vectors, matrices, determinants, and linear transformations.

**331- Computers and Numerical**

**332 Analysis. 4,4.** Computer languages, roots of polynomials, methods of least squares,

polynomial approximation, systems of linear equations, and numerical solutions of ordinary differential equations.

Prerequisite: Mathematics 122.

## 341- Statistics and Probability. 4,4.

**342** Fundamentals to the analysis and interpretation of statistical data. Prerequisite: Mathematics 122.

## 401 Advanced Mathematical Methods (Physics 401). 4.

Advanced vector analysis and curvilinear coordinates, tensors, matrices, and determinants; functions of a complex variable, partial differential equations, and theory of ordinary differential equations; special functions (Bessel, Lagendre, Laguerre, Hermite, Chebyshev, gamma, and beta); calculus of variations, probability, and statistics. Prerequisite: Mathematics 212.

**411- Analysis. 4,4.** Rigorous study

**412** of functions, limits, sequences, differentiation, and integration.

## 431- Operations Research. 4,4.

**432** Probability, sampling inventories, waiting lines, competitive strategies, linear programming, and dynamic programming.

**MATHEMATICS SEMINARS:** Each of the following seminars may be repeated for credit with the approval of the department provided the content is different. Offered either semester upon sufficient demand.

**441 Seminar in Algebra. 1-4.**

**442 Seminar in Analysis. 1-4.**

**443 Seminar in Geometry. 1-4.**

**444 Seminar in Topology. 1-4.**

**445 Seminar in Applied Mathematics. 1-4.**

**MEDICAL TECHNOLOGY.** See page 30.

## MUSIC

### MUSIC

The Bachelor of Music, the Bachelor of Music Education, and the Bachelor of Arts with concentration in music are offered cooperatively with Greensboro College through the Greensboro Regional Consortium. The student enrolling in the music program at Guilford College is expected to fulfill all the major requirements established by Greensboro College and also the core curriculum requirements for Guilford College. Instruction is offered at Greensboro College in theory, musicology, church music, music education, organ, piano, strings, harpsichord, voice, guitar, woodwinds, brasses, instrumental ensembles, and choir.

Since the department of music at Greensboro College is a member of the National Association of Schools of Music, its requirements for entrance and graduation are in accordance with the published regulations of that association.

A choral program is offered on the Guilford campus. Participation in the Guilford College choir is designed to add to the total enrichment of student life. Music majors fulfill the choir requirement in the Guilford choir, although they may also participate in the Greensboro College choir if they so desire.

Practice rooms and instruments are available on the Guilford campus. The director of the music program at Guilford assists Guilford music majors in working out their programs at Greensboro College, and the college provides transportation to the Greensboro College campus.

Choir scholarships are offered by the music department for qualified students, as well as the William Topkins, the Laura Kelly Dobbins, and the Maxine Kirch Ljung scholarships.

**111 Music Literature. 4.** Music appreciation. Introductory course designed to train students in intelligent listening. Selected representative works from plain song through contemporary music. Open to all students. Approved to fulfill creative arts requirement.

**112 Music for Classroom Teachers. 4.** Designed to aid classroom teachers in providing music experiences for children with emphasis on listening, singing, playing informal instruments, moving to music, and reading readiness.

**114 Guilford College Choir. 1.** The college choir, on its annual tour, serves as an ambassador of goodwill for Guilford College.

The activities of the choir are designed for community enrichment, the high point of the season being the annual Christmas concert. Numerous other public performances are presented. Membership in the choir is open to all students genuinely interested and willing to work hard. Choir scholarships are available to students meeting specified criteria. Information regarding these scholarships can be obtained from the director of the music program. Members of the choir have opportunities to perform with additional small choral ensembles such as the Chamber Singers and the Madrigal Singers. Pass/fail grading.

**450 Special Topics. 4.** Courses of special interest such as Introduction to Contemporary Music, or Jazz and Its Relation to the Black Experience.

**460 Independent Study. 4.** Independent research or directed study.

## **THE INSTRUMENTAL ENSEMBLE**

Qualified students who express an interest in ensemble work may participate in instrumental ensembles (1 credit) at Greensboro College.

## **MUSIC FEES**

Guilford College music students registered for private lessons in applied music at Greensboro College may \$150 per semester for one half-hour lesson per week, and \$300 per semester for two half-hour lessons per week. Fees are also charged for the use of practice rooms at Guilford College and for the use of college orchestral instruments according to the following scale, which reflects charges for one academic year (two semesters):

Use of Practice Room with Piano	
six hours per week	\$20.00
twelve hours per week	40.00
Use of Practice Room without Piano	
six hours per week	15.00
twelve hours per week	20.00
Rental of Orchestral Instruments	20.00

**NON-WESTERN STUDIES.** See page 34.

**OFF-CAMPUS EDUCATION.** See page 38.

## **PHILOSOPHY**

Philosophy is a good liberal arts major because it is comprehensive. It gathers insights from other subjects and helps students to see them in a wider context of meaning. Philosophy trains students to think, thus helping them to improve their oral and written skills. This objective is present not only in logic but in all courses of philosophy. Philosophy relates to life. It confronts the student with questions such as: What is justice? How do we know when we are right? What is authentic being-in-the world? What is the way to enlightenment?

Students, of course, need to think in practical terms about their future. If a student decides to develop practical and applied skills, it is important that he or she consider as well a second major such as philosophy. On the other hand, a student who chooses philosophy as a major should consider a secondary major in a more obviously applied discipline.

## PHILOSOPHY

The philosophy department, in consultation with graduate schools, prepares students for graduate school programs in philosophy and related subjects such as religion, history, psychology, or law. A maximum of 32 credits is required for the major; 52 credits of related and elective work may be taken in any department. This makes it possible for a student to major in philosophy and in another field as well.

Courses recommended for the major include the history of Eastern and Western philosophy, Ethics, Philosophy of Art, and special topics such as Hume or Existentialism.

- 190 Critical Thinking. 4.** Examination of editorials, essays, and other nonfiction with a view to determining what claims are being made and how they are supported; short essays in which students make and support claims and work with possible objections to those claims.
- 200 Introduction to Philosophy. 4.** Major philosophical problems, methods and positions, as set forth in selected works by philosophical thinkers such as Plato, Aristotle, Descartes, Whitehead, Russell, and Sartre. Partially fulfills humanities requirement.
- 203 Buddhism (Religious Studies 203). 4.** Survey of origin and development of Buddhism, emphasizing doctrines and practices of the major schools of Hinayana and Mahayana Buddhism. Fulfills non-Western requirement.
- 211 Ethics. 4.** Chief theories of the nature and principles of moral living, with regard both to the ends sought by man and to the obligations claiming his commitment and performance. Partially fulfills humanities requirement.
- 221 Philosophy of Religion (Religious Studies 221). 4.** The nature of religion, the meaning of primary religious concepts, and the relation of religious knowledge to other knowledge. Partially fulfills humanities requirement.
- 226 Philosophy of Pacifism and Conscientious Objection. 4.** The several forms of pacifism and of conscientious objection to war: their rational foundations and implications; philosophical problems raised by them. Not applicable to philosophy major.
- 236 Philosophy of Education (Education 236). 4.** Research and discussion of educational philosophies found in the works of Plato, Aristotle, Dewey, Piaget, Sartre, and others.
- 292 Formal Logic. 4.** Methods and uses of modern logic: how to analyze claims for logical structure; how to use such structures to find and demonstrate logical relations between claims (inconsistency, entailment, and equivalence); discovering hidden assumptions and unforeseen consequences of claims. The nature of formal deductive systems and their use as a means of organizing information. Recommended for students who plan to pursue graduate study in philosophy.

- 301 Ancient and Medieval Western Philosophy. 4.** Historical development of philosophical thought in Western civilization in terms of the main periods and thinkers from ancient Greek philosophy through medieval scholasticism. Partially fulfills humanities requirement.
- 302 Modern and Recent Western Philosophy. 4.** Historical development of philosophical thought in Western civilization in terms of main periods and thinkers from late medieval through early twentieth-century thought. Partially fulfills humanities requirement.
- 336 Philosophy of Art (Art 336). 4.** The character of aesthetic experience, the nature of aesthetic creativity and the aesthetic object, problems of standards of taste, and the relation of the artist to the community.
- 340 Zen Buddhism. 4.** Indian and Chinese sources of Zen; its history and development as a school of Mahayana Buddhism; the teaching and practice of modern Zen; its influence on painting, poetry, drama, gardening, and other arts. Fulfills non-Western requirement.
- 362 Contemporary Western Philosophy. 4.** Main currents of thought in the twentieth century with special attention given to Phenomenology, Existentialism, and Analytic Philosophy.
- 391 Philosophy of Science. 4.** Fundamental assumptions, methods, concepts, problems, and philosophical implications of present-day natural and social science; the relation of scientific knowledge to other knowledge.
- 395 Eastern Philosophy: India. 4.** The chief varieties and major developments of philosophy in India. Fulfills non-Western requirement or partially fulfills humanities requirement.
- 396 Eastern Philosophy: China and Japan. 4.** The chief varieties and major developments of philosophy in China and Japan. Fulfills non-Western requirement or partially fulfills humanities requirement.
- 450 Special Topics. 4.** Special courses in philosophy determined by needs and interests of students and staff. Possible topics include Advanced Logic, Philosophy of Language, Kant, Hume, Heidegger, and Existentialism. May be offered also at the 250 or 350 level.
- 460 Independent Study.** Individual formulation and completion of a significant program of study.
- 470 Senior Thesis.** Individual study culminating in a thesis of superior quality.

## PHYSICAL EDUCATION

The physical education department seeks to achieve its goal of "a sound mind in a sound body" through several programs.

## PHYSICAL EDUCATION

An elective activity program offers instruction in sports such as tennis, softball, archery, horseback riding, and dance, as well as in weight training and physical fitness. An intramural program offering a broad variety of team and individual sports is available to all students on the basis of male, female, or coeducational competition. The athletic program, open to all men and women who have the ability to participate on an advanced level, has received national and state honors. Special honors have been awarded many athletes and coaches over the past ten years for outstanding achievement in athletics.

A program of professional training for students interested in the field of physical education offers teaching certification from kindergarten through high school. Candidates participate in laboratory experiences in the public schools, in various recreational organizations in the area, and in special schools for the handicapped.

Recent graduates have become involved in coaching or the teaching of physical education, and many have received advanced degrees in athletic administration, training, and supervision, and therapeutics.

Eight courses (32 credits) are required for a major in physical education. In addition students are required to take Human Anatomy and Physiology (Biology 341-2), passing both with at least a C average, and are strongly encouraged to take General Zoology (Biology 114) to satisfy the laboratory science requirement.

Majors desiring certification must participate in the seminars in teaching and fulfill the requirements for certification prescribed by the education department. They must also establish competencies in tennis, softball, aquatics, recreational sports, golf, archery, and gymnastics, which may be secured through the four activity courses 101-4. Up to four 1-credit physical education activity courses may be applied toward the student's major requirement.

**100 General Sports. 1.** Offerings cover a variety of activities such as dancing, horseback riding, skiing, or judo.

**101 Tennis and Softball. 1.** Emphasis on skill development; methods, materials, and evaluation techniques. Open to all students.

**102 Aquatics and Recreational Sports. 1.** Basic skill development; theoretical knowledge, methodology, and

safety skills. Open to all students.

**103 Golf and Archery. 1.** Knowledge and skill development; purchase and care of equipment; methodology; safety skills. Open to all students.

**104 Gymnastics. 1.** Emphasis on skill development, methods, safety procedures in tumbling, stunts, floor exercise, apparatus activities, and trampoline. Open to all students.



## PHYSICAL EDUCATION

- 117 Personal, Community Hygiene and First Aid. 4.** Study of health needs and problems in schools and communities; practical application of first aid skills.
- 225 Foundations and Principles of Health and Physical Education. 4.** Introductory course encompassing historical and philosophical concepts of physical education and its related areas.
- 333 Fall Team Sports. 4.** Fundamentals, methods, materials, coaching theory, and strategy in football, volleyball, soccer, and wrestling.
- 334 Winter and Spring Sports. 4.** Methods, materials, coaching theory, and strategy in basketball, baseball, track, and lacrosse.
- 335 Adaptive Physical Education, Evaluation, and Measurement. 4.** Development of activity program for the atypical child. Statistical evaluation techniques for various areas of health and physical education program.
- 345 Health and Physical Education for the Elementary School. 4.** Study of methods and materials for effective teaching of health and physical education. Concentration on movement education, safety, first aid, and practical school experience.
- 360 Seminar in Teaching. 1.** Firsthand teaching experience in a variety of situations. Pass/fail grading. May be repeated three times.
- 443 Psychological Aspects of Organization and Administration of Physical Education and Athletics. 4.** Consideration of existing attitudes toward sport with an emphasis on reading and research to develop an awareness of the role of sport in society today; an attempt to develop an understanding of the psychological aspects of sport as it affects the behavior and performance of its participants.
- 445 Kinesiology and Athletic Injuries. 4.** Body mechanics, structure, and function of the human muscular system especially related to sports and activities. Practical study of athletic injuries; care, prevention, and training room techniques.
- 460 Independent Study.** Recent topics include research into a conditioning program for special activities and sports, special projects with a recreation association, and work in a school for the atypical child. Other projects include experience as assistant coach for a varsity sport and as student director of intramural activities.

**PHYSICIAN'S ASSISTANT.** See page 30.

## PHYSICS

Space travel, fusion power, quarks, and black holes are some of the subjects studied in various courses in the physics department. Both the world and our view of it have been radically changed by the incredible

## PHYSICS

new discoveries of the last century. These discoveries are described and discussed in a non-mathematical way in courses such as Physics for Non-Scientists and Astronomy, intended specifically for the non-science major, and in a sophisticated and mathematically rigorous way in such courses as Introductory Classical and Modern Physics, intended for physical science majors.

The physics major program has three principal commitments: to the student bound for graduate school in physics; to the student bound for a career or graduate school in a related area, such as mathematics, astronomy, teaching, law, medicine, engineering, or technical fields; and to adult education, directed toward training professionals in industry, education, etc., for better jobs or enhanced job security. The physics department offers a complete major program at night through the Urban Center for adults who are employed during the day.

Eight courses in physics are required for the major, with no more than two being on the 100-level. Generally physics majors take Physics 121 and 122 as a prerequisite to later courses.

A unique feature of the physics major program is the option of the dual-degree program in engineering with Georgia Institute of Technology. See page 30. For science majors outside the physical sciences the department teaches several courses of interest: two courses in General Physics are directed specifically toward biological science majors; and two courses, Mathematics for the Physical Sciences and Advanced Mathematical Methods are directed toward both physical science and mathematics majors interested in applied mathematics and mathematical physics.

The physics program at Guilford is a vital and active one in which students and faculty interact constantly in research projects and classes as well as on a non-professional basis.

**101 Physics for Non-Scientists. 4.**  
Introductory course for students of limited mathematical background who are not majoring in a science. Emphasis on fundamental concepts and principles of physics, modern as well as classical, rather than on detailed facts and calculations; consideration of the power and limitations of physics, its relevance, and its role in today's society and environment. Some experimental work in laboratory.

**107 Astronomy. 4.** Introduction to the solar system, planetary exploration and colonization, stellar evolution, and interstellar communication. Topics include black holes, origin of the solar system, supernovae, quasars, and space travel. Laboratory exercises include use of college telescopes. Fulfills laboratory science requirement.

**111- General Physics I, II. 4,4.**

**112** Study of the ideas developed by physicists to describe nature; emphasis on the parts of physics useful in the life-sciences; dimensional analysis; energy, thermodynamics, gravity, and simple physical models of biological organs; mechanics of muscle systems, electricity and magnetism, simple models of the brain and nervous system, optics, wave motions, and radioactivity and its use in tracers. In addition to the traditional laboratory, the student is taught to write simple programs in the BASIC computer language and to use computer simulations of physical phenomena. Prerequisite: an understanding of algebra and trigonometry, but no previous physics course required. Either course fulfills laboratory science requirement.

**121- Introductory Classical and**

**122 Modern Physics. 4,4.** Detailed mathematical study of physics; introduction to conservation laws through study of elementary particles and their interactions; an intensive study of applied calculus; Newtonian mechanics (kinematics, dynamics, and periodic motion); mathematical introduction to electricity and magnetism; thermodynamics. Laboratory examination of the way in which knowledge is distilled from experimental measurements and an experimental investigation of optics and electricity; computer programming techniques for both calculational and modelling purposes. Prerequisite: an understanding of algebra and trigonometry, but no previous physics course required. Either course fulfills laboratory science requirement.

**201 Optics. 4.** Theoretical study of wave motion in ideal and dispersive media; particular emphasis on the mathematical description of refraction, interference, and diffraction; geometrical optics and the use of optical measuring devices taught in the laboratory. Prerequisite: Physics 122.

**212 Mathematics for the Physical Sciences (Mathematics 212). 4.**

Those topics of mathematics especially useful to students in the physical sciences: vector analysis, coordinate systems, complex numbers, ordinary differential equations, Fourier series, Fourier and Laplace transforms. Prerequisite: Mathematics 122.

**222 Mechanics. 4.** Planetary motion, space flight and orbits, scattering, accelerated coordinate frames, the inertia tensor, Lagrangian techniques, small oscillations; a detailed study of damped and forced harmonic oscillators. Prerequisites: Physics 122, Mathematics 122.

**301 Electricity and Magnetism. 4.** A study of electric and magnetic fields leading up to and including Maxwell's Equations; the behavior of various materials in electric and magnetic fields. Prerequisite: Physics 122.

**302 Electronics. 4.** Self-paced laboratory course aimed at familiarizing the student with electronics components and electronics measuring equipment; laboratory experience in building transistor amplifiers and switches and using integrated circuit components to construct more sophisticated pieces.

## PHYSICS

### 311 Thermal and Statistical

**Physics. 4.** Study of thermodynamics and statistical mechanics and their application to the understanding of thermal properties of matter, including heat and the temperature concept; equations of state; the zeroth, first, second, and third laws of thermodynamics; entropy; phase transitions; kinetic theory of gases; classical and quantum statistics; low- and high-temperature physics. Prerequisite: Physics 122.

### 322 Atomic and Nuclear Physics. 4.

Properties of atoms, nuclei, and elementary particles; introduction to the theory of atomic and nuclear structure beginning with the work of Thomson and Rutherford and ending with present-day models of the nucleus; atomic interactions with radiation; photon mechanics; relativity; nuclear radioactivity; and neutron physics. Critical experiments that led to important discoveries recreated in the laboratory, including the Frank-Hertz experiment, the photoelectric effect, the Zeeman effect, and others. Prerequisite: Physics 122.

### 401 Advanced Mathematical Methods (Mathematics 401). 4.

Advanced vector analysis and curvilinear coordinates, tensors, matrices, and determinants, functions of a complex variable, partial differential equations and the theory of ordinary differential equations, special functions (Legendre, Bessel, Laguerre, Hermite, Chebyshev, gamma, and beta), calculus of variations,

probability, Stirling's Approximation and the Method of Steepest Ascents. Prerequisite: Physics 212.

### 411 Quantum Mechanics. 4.

Introduction to modern quantum theory beginning with de Broglie's wave-particle duality, Davisson-Germer experiment, Heisenberg's Uncertainty Principle; principal formulation of quantum mechanics such as Heisenberg's matrix mechanics and equation of motion, Schrodinger's wave mechanics and equation, Dirac's modern theory and Dirac notation; Schrodinger's equation solved for the following potentials—steps, square well, linear harmonic oscillator, and central force (the hydrogen atom); electron spin and Pauli's exclusion principle. Prerequisites: Physics 322, 212.

**450 Special Topics. 4.** Recent examples include Pedestrian Quantum Mechanics, Science and Science Fiction, Technology and Man's Evolutionary Response.

**460 Independent Study. 4.** Recent topics include biophysics, elementary particles, particles and waves, hydraulics, physics of ocean waves, an internship with the city engineering department.

### 470 Research and Thesis. 4.

Although enrollment is normally during the final semester, the student is expected to begin work during his intermediate years on various research projects which will culminate,

under the guidance of his adviser, in a well-defined research project and the writing of a thesis during his senior year. The thesis is to be in the standard form for technical papers in physics as currently set forth in the American Institute

of Physics Style Manual. Examples of recent theses include construction of a digital logic system, computer simulation of stellar evolution, and a theoretical model of a rotating star.

## **POLITICAL SCIENCE**

Political science is the study of politics and government, broadly defined as all those activities related directly or indirectly to the making of authoritative public policy in society. The department offers courses in the four major sub-fields of the discipline; American politics, comparative politics, international politics, and political theory. Political science as a discipline is an integral part of the liberal arts curriculum of the college. The major is consciously designed to contribute to the student's understanding of political behavior in its cultural, historical, institutional, and ideological setting. Many department majors go on to graduate school in political science, other social sciences, law, or theology. Others find employment in government agencies and a variety of business fields.

Eight courses (32 credits) are required for the major in political science. Four specific courses are required: The American Political System, Political Systems of Western Europe, Introduction to International Politics, and Introduction to the Classics of Political Thought. The four additional courses may be selected from any departmental offerings. Majors are encouraged to take at least one Special Topics course and/or one Independent Study. These courses allow students to pursue areas of interest not covered by regular departmental offerings. Recent titles include Women in Politics, The American Presidency, and Politics and Social Change. Recent Independent Study titles are Political Liberalism in Nineteenth-Century Germany, Amending the National Labor Relations Act, and Patients' Rights Legislation in North Carolina. Majors planning to enter graduate school either must complete a senior thesis or earn departmental honors. In addition to the eight courses required by the department, majors must take four courses in related fields, selected with the assistance of departmental adviser.

Students interested in reading for departmental honors or in pursuing their degree through Curriculum II should consult with the department chairperson. See pages 37, 22. Majors interested in certification to teach social science in the public schools should consult with the education department. See page 35.

## POLITICAL SCIENCE

### **101 The American Political System.**

**4.** The policy-making process in the United States; political culture, political ideologies, structure and functions of both official and unofficial political institutions. Partially fulfills social science requirement.

### **102 Political Systems of Western Europe.**

**4.** Comparative analysis of the political systems of Great Britain, France, and West Germany; cultural traditions, political ideologies, political parties, political behavior, and executive-legislative relations. Russia may be included at the discretion of instructor. Partially fulfills social science requirement.

### **201 Introduction to International Politics.**

**4.** International political conflict in the modern world, with particular reference to major historical trends and problems of war and peace. Partially fulfills social science requirement.

### **202 Politics of State and Local Government.**

**4.** Government and politics in the American states; the federal system; the function of political parties and interest groups; the legislative, executive, and judiciary.

### **203 Introduction to the Classics of Political Thought.**

**4.** Critical analysis of great works which reflect the fundamental themes and assumptions of Western political thought. Partially fulfills social science requirement.

### **213 Law and Society**

**(Administration of Justice 213, Economics 213).** **4.** Introduction to social jurisprudence; the judicial system; legal rights,

wrongs, and remedies; contemporary issues; law as a decision-making process related to other disciplines. Partially fulfills social science requirement. Not applicable to political science major.

### **301 Contemporary Political Ideologies.**

**4.** Survey of the major ideologies of the modern world (liberalism, conservatism, socialism, communism, fascism, and nationalism); their historical origins, doctrinal content, and functions within political systems.

### **311 Comparative Political Parties.**

**4.** Structure, roles, and functions of party systems in the policy-making processes of the Western democracies; special attention to the American party system.

### **320 Asian Political Systems.**

**4.** Politics and government in the countries of Asia (emphasis on India, China and Japan); the impact of colonial policies, nationalistic movements and ideologies; questions of political development and stability. Fulfills non-Western requirement.

### **335 Constitutional Law in the Political Process I (Administration of Justice 335).**

**4.** Role of the courts and judges in the policy-making process, with emphasis on the relationships among the three branches of the national government and between the national government and the states.

### **336 Constitutional Law in the Political Process II (Administration of Justice 336).**

**4.** Role of courts and judges in

## POLITICAL SCIENCE

the policy-making process, with emphasis on the rights protected against national and state governments.

American foreign policy; the substance and selected problems of contemporary policy.

### **338 Seminar in International**

**Politics. 4.** Major theoretical approaches to the study of the modern international system, with special attention to significant contemporary problems. Prerequisite: Political Science 201 or permission of instructor.

### **401 Seminar in Political Thought and Ideology. 4.**

Intensive study of a major thinker, work, concept, historical period, or trend in the tradition of political thought and ideology. Topics will vary from year to year, depending on the interests of students and decisions of the instructor.

### **430 Seminar in Comparative**

**Politics. 4.** Comparative analysis of selected aspects of developed and developing systems; emphasis on theories of nation-building, modernization, the maintenance of legitimacy and stability, and the process of institutionalization. Prerequisite: Political Science 102 or permission of instructor.

### **442 Seminar in American Foreign**

**Policy. 4.** Institutions and processes involved in making

**450 Special Topics. 4.** Exploration of an area or a particular topic of interest to students and faculty in political science. Courses on the same topic not normally given more than once; offered at the discretion of the department or on demand. May be offered also at the 250 or 350 level.

**460 Independent Study. 4.** Reading programs, tutorials, or field projects arranged between a student and a faculty member; schedules and nature of the work to be accomplished are at the discretion of the instructor.

**470 Senior Thesis. 4.** Required of all students planning to enter graduate school. See department chairperson for rules and standards.

**490 Departmental Honors. 4,8.** See page 37 for college requirements; specific rules and standards for political science can be obtained from the department chairperson.

**PRE-DENTISTRY.** See page 31.

**PRE-LAW.** See page 30.

**PRE-MEDICINE.** See page 31.

## **PSYCHOLOGY**

**PRE-VETERINARY MEDICINE.** See page 31.

## **PSYCHOLOGY**

The program in psychology emphasizes the contribution psychology can make to a liberal arts education through stimulating intellectual development, personal growth and adjustment, respect for others, and social responsibility. The curriculum in psychology is designed to familiarize the student with current methods and theories in areas of investigation such as motivation, perception, learning, personality, and social interaction. The student is encouraged to appreciate different approaches and points of view and to see how clinical and laboratory methods supplement each other.

A student majoring in psychology may expect to develop rigorous habits of observation with reference to psychological phenomena, to become aware of the need for statistical orientation in the manipulation of psychological data, and to avoid the simple explanation and recognize the role of multiple causation in the determination of human behavior. With the realization of the enormous complexity of personality and social interaction, the student should come to demonstrate greater objectivity and increased competence in dealing with others.

A major in psychology consists of eight courses (32 credits). Two of these are required of all majors, General Psychology and Research Methods. The other six are to be distributed among intermediate level courses, advanced courses, and electives. A list of alternative plans and detailed course sequences for pursuing a major may be obtained from the student's adviser or any other departmental staff member.

Special programs are offered in conjunction with Greensboro College for teacher training in the areas of learning disabilities, mental retardation, and the emotionally disturbed. See Special Education. A program in early childhood education, leading to certification in elementary education with a major in psychology, is available. Students in the administration of justice program may also specialize in psychology.

Field experiences are encouraged. Recent majors have received credit for work in the community with autistic, retarded, and emotionally disturbed children; with the elderly; with children at the YWCA; and numerous other activities. Similarly, the department encourages students to pursue their interests in specific topics not offered as regularly scheduled courses through independent studies. Should the student wish to undertake original research, the department offers assistance toward presentation of papers at professional meetings and/or publication. For qualified students wishing to make the practice or teaching of psychology a vocation, the department offers guidance toward graduate training.



- 200 General Psychology. 4.**  
Introduction to the science of behavior including study of motivation, learning and remembering, perception and thinking, psychological testing, and behavior disorders. Partially fulfills social science requirement.
- 224 Child and Adolescent (Developmental) Psychology. 4.** Psychological aspects of human growth and development from birth through adolescence, with emphasis on emerging capacities and expanding behavior. Partially fulfills social science requirements.
- 232 Introduction to Personality. 4.**  
The nature of personality and its development; motivation, varieties of adjustive behavior, personality measurement, concepts of personality and mental health. Partially fulfills social science requirement.
- 301 Research Methods. 4.**  
Application of methods for collecting and handling behavioral science and educational data, and for making inferences from such data.
- 302 Learning and Behavior Modification. 4.** Laboratory course in the theory and application of conditioning and complex learning, including principles of reinforcement and stimulus control. Emphasis on conditioning and its role in emotionality and psychosomatic disorders. Laboratory training in operant techniques. Prerequisite: Psychology 200.
- 331 Educational Psychology. 4.**  
Application of research on human learning, motivation, social interaction, and individual differences to teaching and learning problems in the elementary and secondary school classroom.
- 332 Industrial and Organizational Psychology. 4.** Application of psychology to problems of employee selection, motivation, training, work environment, and human relations in business, industry, and other organizations.
- 336 The Exceptional Child. 4.**  
Psychological characteristics and educational needs of exceptional children and youth, including the mentally retarded, intellectually superior, physically handicapped, and emotionally disturbed; observation of exceptional children in specialized educational settings.
- 337 Emotional Disturbances in Childhood. 4.** Childhood problems encountered by clinical psychologists, special education teachers, social workers, counselors, and school psychologists examined in the context of normal child development. Emphasis on psychological factors in deviant and disturbed behavior and on treatment procedures. Prerequisite: Psychology 224 or 232.
- 340 Psychobiology (Biology 340). 4.**  
Study of the nervous system in relation to behavior with special emphasis on neural bases of emotion, motivation, perception, learning, memory, and consciousness; laboratory involving small animal surgery to investigate brain-behavior relationships.

## RELIGIOUS STUDIES

- 347 Social Psychology. 4.** Factors affecting the behavior of the individual in the social setting; laboratory and field research in social interaction. Prerequisite: Psychology 200 or 232 or consent of instructor.
- 441 Theories of Personality. 4.** Major theoretical attempts to explain human personality, based on relevant clinical and experimental data. Open to senior psychology majors or by consent of instructor.
- 442 Abnormal Psychology. 4.** Abnormal behavior studied in the context of modern life; genetics, socio-cultural milieu, and learning in the development and amelioration of behavioral abnormality. Prerequisite: Psychology 200 or 232.
- 444 Psychological and Educational Testing. 4.** Construction, administration, scoring and interpretation of psychological and educational tests, questionnaires, and scales.
- 445 History and Contemporary Issues. 4.** Selected theoretical and methodological issues of contemporary psychology viewed in historical perspective. Prerequisite: senior standing and five units (20 credits) in psychology, including 301. Non-majors admitted by departmental approval.
- 450 Special Topics. 4.** Subjects of special interest. Recent offerings include The Psychology of Politics, The New Therapies, Death and the Imagination, The Psychology of Crime and Criminal Behavior, Group Counseling, Interviewing Techniques, Behavior Genetics, Biofeedback, and Computers in the Behavioral Sciences.
- 460 Research Problems.** Intensive reading and/or independent research on a topic of interest to the student. By departmental approval.
- 470 Senior Thesis.**
- 490 Departmental Honors.** See page 37. Credit to be determined.

## RELIGIOUS STUDIES

Religion is the dimension in our living of ultimate meaning and mystery. As we explore this dimension of ultimacy together in religious studies, we encounter many questions that are our own or our culture's, such as: Who am I? What are the fundamental commitments by which I live my life and make my decisions? What is the nature of the physical and social world in which I live as a self? What should I do and be in relation to ultimate mystery or God? How do our metaphors and myths express this mystery and transform ourselves? These questions are inherently interdisciplinary so our investigations involve not only religion but also the intersection of religion with the humanities and the arts, the natural and social sciences. Since we understand as central to the tradition of the Society of Friends the individual religious quest in the complexity of our own existence, we

seek through our courses in religious studies to encourage each student in this search. We seek not only to make students aware of the real and difficult questions but to assist them in working out their own answers in response to the solutions offered by our contemporary culture, the Christian tradition, and non-Christian traditions.

On the introductory level three courses, Contemporary Religious Explorations, Christian Explorations, and Christian Ethics, relate to this basic investigation and search. With the permission of the instructor, any student is welcome as well to take one of the more difficult or narrowly defined courses to develop further his or her own religious reflection or to fulfill the humanities requirement.

These explorations may deepen and extend into a major in religious studies for one of several reasons: as a way to acquire a deep and broad liberal arts education, as a way to prepare for graduate school in religious studies in order to teach in college or high school, or as a way to prepare for a career in the ministry or religious education. Students are encouraged to work out their own programs in the light of their own reasons for majoring in religious studies and their own special interests and needs. For instance, a student preparing for some form of ministry within the Society of Friends will want to take Quakerism. While different programs are to be worked out in consultation with the adviser, each student is generally expected to engage in reflection that is contemporary, interdisciplinary, historical, biblical, and ethical.

The usual pattern for a major consists of the following courses: two contemporary courses, such as Contemporary Images of the Self, Contemporary Theology, or God and Language; one interdisciplinary course, such as Science and Religion or Word, Self, and Nature in Modern Poetry and Religion; one historical course, History of Christianity; two biblical courses, Old and New Testament; and one ethical course, Christian Ethics.

## **INTRODUCTORY COURSES**

### **100 Contemporary Religious Explorations. 4.**

Students are encouraged to pursue their own quests for meaning and self-identity through an exploration of some aspect of contemporary religion, such as one, but only one, of the following: Myth, Dream, and Metaphor; Existentialism and the Death of God; Contemporary Religious Life Styles; Contemporary Issues: Religious and Social; or Religion, Society,

and Science. Partially fulfills humanities requirement.

### **101 Christian Explorations. 4.**

Students are encouraged to explore their own commitments to, knowledge of, and problems with an aspect of the Christian life within the heritage of the whole of Christianity, such as one, but only one of the following: Christian Tradition, Christian Imagination, American Christianity, or the Bible. Partially fulfills humanities requirement.

## RELIGIOUS STUDIES

### INTERMEDIATE COURSES

**202 Non-Western Religions. 4.**

Hinduism, Buddhism, Islam; resemblances to and differences from the attitudes and presuppositions of Christianity and Judaism. Fulfills non-Western requirement or partially fulfills humanities requirement.

**203 Buddhism (Philosophy 203). 4.**

Survey of origin and development of Buddhism, emphasizing doctrines and practices of the major schools of Hinayana and Mahayana Buddhism. Fulfills non-Western requirement.

**210 Quakerism. 4.** History and principles of the Society of Friends; how the Quaker impulse spread and found expression under various conditions. Partially fulfills humanities requirement.

**221 Philosophy of Religion (Philosophy 221). 4.** Nature of religion, the meaning of primary religious concepts, and the relation of religious knowledge to other knowledge. Partially fulfills humanities requirement.

**232 Christian Ethics. 4.** Principles and contemporary problems, including those of church, family, community, state, economic order, society, and the world community. Partially fulfills humanities requirement.

**302 Religion in Literature. 4.** Intercultural examination of the emergence and development of religious ideas and practices as

found in a variety of creative literary works, past and present. Partially fulfills humanities requirement.

**310 Religion: An Interdisciplinary Perspective. 4.** Explorations in problems lying on the boundaries between religion and the natural and social sciences and the humanities; taught jointly with faculty from other disciplines. Topics may include Evolution and the Quest for Meaning (religious studies and geology); Religion and the Unconscious; Freud and Jung (religious studies and psychology); Secularization of the Eschaton (religious studies and political science); Myth of the Feminine; Anima, Androgyny, and Alchemy (religious studies and classics); Word, Self, and Nature in Modern Poetry and Religion (religious studies and English); Science and Religion (religious studies, chemistry, and History of Science); and Death and the Imagination (religious studies and psychology). With different content, may be repeated more than once. Permission of instructor required. Partially fulfills humanities requirement.

**315 Old Testament. 4.** Exploration of the history, literature, mythology, and religious thought of the Old Testament. Offered alternate years. Partially fulfills humanities requirement.

**316 New Testament. 4.** Exploration of the history, literature, mythology, and religious thought of the New Testament. Offered alternate years. Partially fulfills humanities requirement.

**320 Contemporary Images of the Self. 4.** Inquiry into the nature and destiny of the self as viewed by a number of significant religious and secular thinkers such as Keen, Camus, Pieper, Skinner, Kazantzakis, Niebuhr, Marcuse, Silone, and Heschel. Some of the issues considered are finitude, freedom, play, imagination, death, technology, and secularization. Partially fulfills humanities requirement.

**337 History of Christianity. 4.** Development of Christianity from its beginnings to the end of the nineteenth century through a consideration of major thinkers, events, and institutions. Offered alternate years. Partially fulfills humanities requirement.

**351 Phenomenology of Myth. 4.** Is myth indispensable to being human? What is the nature and function of myth and symbol? How does myth relate to self, sexuality, society, nature, time, and ultimate reality or the sacred? Why do primitive cultures engage in this imaginative play in story and ritual and is there in our modern scientific culture a comparable mythic dimension? Exploration of these questions in primitive and modern mythology through such thinkers as Campbell, Sewell, Eliade, Jung, Neumann, Harding. Fulfills non-Western requirement or partially fulfills humanities requirement.

## ADVANCED COURSES

**420 Contemporary Theology. 4.** The contemporary Christian theological situation in America

and Europe approached through a consideration of several religious thinkers of the previous and present generation such as Barth, Bultmann, Tillich, the Niebuhrs, Moltmann, Cox, Cobb, Rahner, Küng, and Dunne. Offered alternate years. Prerequisite: permission of instructor. Partially fulfills humanities requirement.

**422 Contemporary Religious Problems. 4.** Exploration of one major contemporary thinker or problem, such as Religion, Language, and the Body (Merleau-Ponty); God and Language (Wittgenstein); or Word, Self, and Action (Arendt). With different content, may be repeated more than once. Prerequisite: permission of instructor. Partially fulfills humanities requirement.

**440 Seminar in Historical Studies. 4.** Consideration of the influence of one or several formative thinkers on religion, the religious situation within one cultural period, the religious history of a particular country, or a specific historical theme. Topic examples may include Religious Knowing: Kant, Kierkegaard, and Schleiermacher; Religion and the Self: the French Tradition—Descartes, Pascal, Camus, Teilhard de Chardin, Marcel; Christian Mysticism; When You Were Born: The Enlightenment; Religious Utopianism. With different content, may be repeated more than once. Prerequisite: permission of instructor. Partially fulfills humanities requirement.

## SOCIOLOGY

### 445 Seminar in Biblical Studies. 4.

Intensive consideration of topics such as the prophets, the quest for the historical Jesus, the theology of Paul, apocalypticism, or the Johannine writings. Prerequisite: permission of instructor. Partially fulfills humanities requirement.

**450 Special Topics. 4.** Intensive study of a problem, person, or area of interest to students and religious studies faculty not included in regular departmental offerings, such as Existentialism, The Occult in Contemporary Religion, Mythology of Woman, or Zen Buddhism.

**460 Independent Study.** Credit variable. Individual formulation and completion of a significant

problem of study in the field of religion, such as Play, Celebration, and Worship; Transcending Good and Evil; Nietzsche; Jung and Existential Psychology; Alchemy; Contemporary Social Change in the Church; Creativity and Imagination; Taoism; or African Religions.

**470 Senior Thesis.** Credit variable. Individual study culminating in a thesis, which in consultation with the adviser may be submitted for departmental honors. Recent titles are *Mysticism: East and West*; *A Christian Critique of Camus*; *Varieties of Atheistic Experience*; Denis Diderot and M. Merleau-Ponty; *The Religious Thought of Giordano Bruno*; *The New Being: A Critique of Tillich's View of Jesus Christ*.

**RUSSIAN:** See Foreign Languages.

**SECONDARY SCHOOL CERTIFICATION.** See Education and page 35.

**SOCIAL SERVICES.** See page 35.

## SOCIOLOGY AND ANTHROPOLOGY

Sociology and anthropology are two ways of studying human organization, dynamics, and problems, and the cultural environment that springs from the human mind. Our department blends the humanistic and scientific aspects of the two fields, so that both an objective view of social life and concern about the maladies of humanity are legitimate parts of the perspective. To us, knowledge without concern and concern without knowledge are incomplete; they are much in need of each other to provide directions and techniques for understanding and improving the human condition.

The major consists of eight courses (32 credits), including Principles of Sociology, Social Problems, Methods of Research, and Social Theory. Beyond these, a variety of courses makes it possible for the student to tailor his major and related field programs to his own interests and long-range plans. These plans may find a hospitable setting in one part of

our program which moves toward various careers using the bachelor's degree, a second which gravitates toward graduate school, a third which provides certification for secondary school teaching, or a fourth which concentrates in social services.

Some of the specific areas into which recent graduates have gone include professional sociology and anthropology, social services in a wide range of agencies, religious organizations, youth services, community planning, and the Bureau of the Census. Some graduates have become YMCA or YWCA officers; staff specialists with members of Congress; journalists or editors; members of police departments; court officers; corrections personnel; teachers in high schools and colleges; or volunteers in the Peace Corps, VISTA, or charitable and welfare agencies. Career preparation is important in the department, and it is based on the humanistic and scientific sociology-anthropology that is our mainstay.

During the college years, there are many opportunities for field work with various kinds of private and public agencies, independent study projects, off-campus seminars, seminars on special topics, and honors work. There are ample opportunities to study with instructors who are seriously concerned with the best development of each student, and who have made major commitments to high-quality teaching. A semester or a summer study abroad or in a markedly different part of the student's own culture also is encouraged to help strengthen his cross-cultural perspective.

In addition to the specific content listed below, each course focuses to some extent on social processes, especially those that help to create and resolve social problems.

**101 Principles of Sociology. 4.** The most significant principles developed in the field illustrated through problems and culture area studies; scientific approaches to the study of society, the culture concept, social structure, social processes, and socialization. Partially fulfills social science requirement.

**102 Social Problems. 4.** Content may vary from instructor to instructor, but each course develops a frame of reference for the study of social problems and covers some of the major problems of contemporary

society. Partially fulfills social science requirement.

**221 Sociology of Rural and Developing Areas. 4.** Demography and human ecology of rural areas, social organization and structure, social processes, socioeconomic development of emerging nations. Fulfills non-Western requirement.

**222 Sociology of Urban Life. 4.** Urban ecology, processes, and social institutions; major problems generated by urbanization, including conflict, depersonalization, selective migration and segregation, and the quality of urban life; urban planning.

## SOCIOLOGY

**224 Marriage and the Family. 4.**

Study of courtship, marriage, and the family; practical problems of dating, engagement, marriage, parenthood, and the family in contemporary society. Partially fulfills social science requirement.

**233 Criminology (Administration of Justice 233). 4.**

Survey of criminological theory and practice, the nature and cause of criminal offenses and offenders.

**248 Industrial Sociology. 4.**

Interpersonal relations in work situations; the sociology of occupations and socioeconomic classes; factories and comparable organizations as social systems; forms of group life, complex organization, and bureaucracy; effects of business and community on each other.



**265 Racial and Ethnic Relations. 4.**

Racial and ethnic differences, similarities, and relationships; attitudes about race and ethnicity; the present status of racial and ethnic groups; dynamics of their changing relations.

**318 Demography. 4.**

Theory, determinants, and consequences of population conditions; size and distribution; composition, vital processes, migration, and growth of population; emphasis upon problem aspects, especially excessive size and rates of growth.

**335 Introduction to Social**

**Services. 4.** Description of the social service professions with emphasis on their goals, methods, fields and effective helping relations; secondary emphasis on the development of the student's self-understanding as a beginning professional. Open only with permission of instructor.

**336 Community and Community Organization. 4.**

Community and problems of community organization in urban settings; planning, financing, publicizing, organizing, and coordinating public, quasi-public, and private agency services for the community. Prerequisite: Sociology 335.

**337 Field Work. 4.**

Supervised and reported experiences in human relations, small group or community organization projects, institutional services, work camps, or field work with social agencies. Open only with departmental approval.



**353 Cultural History of Latin America. 4.** Iberian cultures, pre-Columbian Indian civilizations, discovery and conquest, the colonial empires, and the emergence of the independent republics; sociocultural development and the contemporary situation; current problems. Fulfills non-Western requirement.

**354 Cultural History of South Asia. 4.** Study of the major cultural institutions of India, Pakistan, Nepal, and Ceylon in historical perspective, including village and urban life, language, literature, art, and political and social structure. Fulfills non-Western requirement.

**392 Introduction to Anthropology. 4.** Physical development of man from fossil prehomnids to modern man, the archaeological past and its relation to the present; the development of cultural man; cultural anthropological concepts; major cultural systems; sociocultural change. Fulfills non-Western requirement.

**439 Methods of Research. 4.** Examination of the scientific method; the philosophy, logic, and potential of social science; introduction to the major

research methods and techniques of sociology. Open only to sociology majors or by permission of instructor.

**440 Social Theory. 4.** Basic social theory and nontheoretical thought; early philosophical bases, nineteenth-century thought, and contemporary theory; current state, usefulness, and shortcomings of the existing body of social theory; emphasis upon social and cultural systems. Open only to sociology majors or by permission of instructor.

**450 Special Topics. 4.** Topics selected according to special interests and capabilities of groups of students and instructors. Recent topics include Sociology of Medicine and Health, Family Life Education, and Sociology of War and Peace.

**460 Independent Study.** Some recent studies include Comparative Social-Service Counseling, The Status of Blacks in North Carolina, Eskimo Ethnography, and The Status of Women in West Germany.

**470 Senior Thesis.** A sampling of topics is exemplified by those listed for Independent Study.

**SPANISH.** See Foreign Languages.

## **SPECIAL EDUCATION**

In cooperation with Greensboro College, three degree programs are offered for teacher training in the areas of learning disabilities, mental retardation, and the emotionally disturbed. See Education and Psychology. A number of the major courses must be taken at Greensboro College. Other courses, in psychology and education, are taken at

## **SPECIAL EDUCATION**

Guilford College, and Guilford's core requirements must be satisfied. Students interested in the program should plan their programs carefully with their advisers, since many major courses must be taken in a specified sequence. There is little opportunity for elective courses for those students seeking a degree in special education.

**SPEECH.** See Drama and Speech.

**WOMEN'S STUDIES.** See page 39.

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The Board of Visitors consists of people from various walks of life and various geographical areas who are interested in and informed about the program at Guilford College. They advise administrative officers and trustees of the college, serve as ambassadors of good will for the college, and otherwise aid Guilford in accomplishing its programs and objectives. Ex officio members of the Board of Visitors are the President of the College, the Assistant to the President, the Director of Development, the President of the Alumni Association, and the Chairman of the Trustee Committee on Promotion and Development.

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 FREDERICK L. HUNT, M.A., Director of Minority Student Relations and Instructor in  
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\*Administrative Council member

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 KAREN M. REEHLING, A.B., Director of the Loyalty Fund  
 FLOYD A. REYNOLDS, M.Ed., Registrar and Assistant Professor of Mathematics  
 RUTH ROTHE, Assistant to the Coordinator of Off-Campus Programs  
 \*KENNETH L. SCHWAB, M.Ed., Dean of Students  
 CLAUDE C. SHOTTS, B.D., Coordinator of Off-Campus Programs  
 ROSE SIMON, Ph.D., Library-Faculty Liaison Officer and Coordinator of Professional Information Services  
 DAVID O. STANFIELD, B.D., Associate Director of Development  
 \*BRUCE B. STEWART, M.Ed., Assistant to the President and Assistant Professor of Education  
 JEAN M. STEWART, M.Ed., Assistant Director of Admissions  
 HUGH D. STOHLER, B.D., Director of Student Activities  
 CAROL STONEBURNER, A.B., Coordinator of Women's Studies  
 JOHN STONEBURNER, Ph.D., Clerk of the Faculty and Associate Professor of Religion  
 RAYMOND SULLIVAN, M.D., College Physician  
 PAULA SWONGUER, M.S., Counselor and Administrative Assistant to the Dean of Students  
 BETTY F. WATKINS, A.B., Director of Financial Aid  
 CATHY OZMENT WEST, B.A., Assistant Director of Admissions for The Urban Center  
 TOM WEST, B.S., Associate Director of Admissions for The Urban Center  
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REXFORD E. ADELBERGER (1973), Associate Professor of Physics  
 B.S. 1961, College of William and Mary; Ph.D. 1967, University of Rochester  
 RAY ALLEY (1975), Head Coach in Soccer and Men's Tennis  
 A.B. 1966, High Point College  
 MARITZA B. ALMEIDA (1970), Assistant Professor of Spanish  
 B.A. 1962, Southwest Missouri State College; M.A. (Spanish) 1965, M.A. (English) 1966, Ph.D. 1970, University of Missouri  
 CHARLES C. ALMY JR. (1972), Associate Professor of Geology and Earth Science  
 B.S. 1957, University of Houston; M.A. 1960, Ph.D. 1965, Rice University  
 HERBERT T. APPENZELLER (1956), Professor of Education and Director of Athletics  
 B.A. 1948, M.A. 1951, Wake Forest University; Ed.D. 1965, Duke University  
 RUDOLPH S. BEHAR (1968), Associate Professor of English  
 B.A. 1960, University of Connecticut; M.A. 1961, Hunter College; Ph.D. 1967, University of Oregon

\*Administrative Council member

- WILLIAM BEIDLER (1970), Associate Professor of Philosophy and Director of Non-Western Studies Program  
B.S. 1950, University of California at Los Angeles; M.A. 1956, University of North Carolina at Chapel Hill; Ph.D. 1958, Osmania University, India
- O. THEODOR BENFEY (1973), Dana Professor of Chemistry and History of Science  
B.S. 1945, Ph.D. 1947, University College, London, England
- THOMAS J. BERNARD (1975), Assistant Professor of Administration of Justice  
A.B. 1968, University of Notre Dame; M.S. 1974, Southern Illinois University
- JAMES R. BOYD (1961), Professor of Mathematics  
B.A. 1950, Trinity University; M.A. 1956, North Texas State College
- ROBERT R. BRYDEN (1961), Dana Professor of Biology  
B.S. 1938, Mount Union College; M.S. 1941, Ohio State University; Ph.D. 1950, Vanderbilt University
- WILLIAM C. BURRIS (1964), Professor of Political Science  
B.S. 1954, Wake Forest University; M.A.T. 1955, Emory University; Ph.D. 1964, University of North Carolina at Chapel Hill
- EDWARD F. BURROWS (1948), Professor of Non-Western Studies and History  
B.A. 1939, Washington and Lee University; M.A. 1941, Duke University; Ph.D. 1955, University of Wisconsin
- WILLIAM A. CARROLL (1968), Professor of Political Science  
B.A. 1948, Brown University; M.A. 1950, Ph.D. 1963, Georgetown University
- EDWIN G. CAUDILL (1968), Associate Professor of Management  
B.S. 1950, University of California at Berkeley; Lit.M. 1953, University of Pittsburgh; Ph.D. 1968, American University
- CLAUDE T. CHAUVIGNE (1965), Assistant Professor of French  
B.A. 1954, Nancy, France; M.A. 1963, University of Colorado
- JOYCE P. CLARK (1959), Assistant Professor of Physical Education and Director of Intramural Sports Program  
B.A. 1957, Elon College; M.Ed. 1961, University of North Carolina at Chapel Hill
- MARTHA H. COOLEY (1965), Associate Professor of History  
B.A. 1960, University of North Carolina at Greensboro; M.A. 1965, Russian Area Certificate 1965, Ph.D. 1971, Indiana University
- FRED I. COURTNEY (1965), Professor of Management  
B.B.A. 1949, M.A. 1950, Baylor University; Ph.D. 1967, American University
- GAYLE P. CURRIE (1976), Coach in Women's Basketball, Tennis, Volleyball  
B.S. 1974, University of North Carolina at Greensboro
- PATRICIA McMILLAN DANIEL (1974), Assistant Professor of Education and Director of Elementary Education and Special Education  
B.S. 1965, University of Tennessee; M.S. 1968, Ed.D. 1971, University of Southern Mississippi
- ANN F. DEAGON (1956), Professor of Classical Languages  
B.A. 1950, Birmingham-Southern College; M.A. 1951, Ph.D. 1954, University of North Carolina at Chapel Hill
- DONALD D. DEAGON (1956), Associate Professor of Drama and Speech  
B.A. 1949, Birmingham-Southern College; M.A. 1954, University of North Carolina at Chapel Hill; Ph.D. 1969, Tulane University
- CARTER R. DELAFIELD (1966), Assistant Professor of English  
B.A. 1965, M.A. 1967, University of North Carolina at Greensboro
- CARROLL S. FEAGINS (1946), Professor of Philosophy  
B.A. 1938, Duke University, M.A. 1939, University of Michigan; Ph.D. 1952, Northwestern University

MARY B. FEAGINS (1956), Assistant Professor of German  
 A.B. 1939, Goucher College; M.A. 1940, Duke University

LOUIS B. FIKE (1969), Associate Professor of Political Science  
 B.A. 1960, Franklin and Marshall College; Ph.D. 1969, Brown University

CHARLES E. FORBES (1974), Head Football Coach and Head Lacrosse Coach  
 B.S. 1967, M.A. 1972, East Carolina University

WILLIAM E. FULCHER (1962), Associate Professor of Biology  
 B.S. 1953, North Carolina State University; M.A. 1960, Appalachian State University; Ph.D. 1971, University of North Carolina at Chapel Hill

DONALD L. GIBBON (1974), Assistant Professor of Geology and Earth Science  
 B.A. 1958, Ph.D. 1964, Rice University

JERRY CARIS GODARD (1975), Jefferson-Pilot Professor of Humanistic Studies and Psychology  
 B.S. 1958, M.S. 1960, Auburn University; M.A. 1962, Ed.D. 1966, Columbia University

G. RUDOLPH GORDH JR. (1974), Assistant Professor of Mathematics  
 B.A. 1966, Guilford College; Ph.D. 1971, University of California at Riverside

ANDREW W. GOTTSCHALL JR. (1965), Associate Professor of Sociology  
 B.A. 1951, Washington and Lee University; M.A. 1953, University of Virginia

MARY B. GREENAWALT (1976), Assistant Professor of Accounting  
 A.B. 1972, Duke University; M.B.A. 1974, University of North Carolina at Chapel Hill; C.P.A. 1975, North Carolina

JOHN C. GRICE (1975), Adjunct Assistant Professor of Administration of Justice  
 B.A. 1962, Wittenberg University; M.A. 1976, Graduate School of International Relations, University of Denver

ADELE F. GROULX (1973), Instructor in Art  
 B.A. 1965, Vassar College

JAMES B. GUTSELL (1963), Associate Professor of English  
 B.A. 1957, University of the South; M.A. 1962, Ph.D. 1968, University of Connecticut

JOHN P. HARLAN JR. (1974), Assistant Professor of Administration of Justice  
 B.S. 1971, Florida Atlantic University; M.S. 1974, Eastern Kentucky University

CYRIL H. HARVEY (1966), Academic Dean and Professor of Geology and Earth Science  
 B.A. 1952, University of Chicago; B.S. 1953, M.S. 1956, Ph.D. 1960, University of Nebraska

DAMON D. HICKEY (1975), Assistant Library Director for Public Services with the rank of Instructor  
 B.A. 1965, Rice University; M.Div. 1968, Princeton Theological Seminary; M.S.L.S. 1975, University of North Carolina at Chapel Hill

HIRAM H. HILTY (1948), Professor of Spanish  
 B.A. 1937, Bluffton College; B.D. 1940, Hartford Theological Seminary; Ph.D. 1969, Duke University

GRIMSLEY T. HOBBS (1965), President of the College and Professor of Philosophy  
 B.A. 1947, Guilford College; M.A. 1948, Haverford College; Ph.D. 1955, Duke University

HENRY G. HOOD JR. (1964), Associate Professor of History  
 B.A. 1948, Haverford College; M.A. 1950, Harvard University; Ph.D. 1957, University of Pennsylvania

FREDERICK L. HUNT (1976), Director of Minority Student Relations and Instructor in Education  
 B.A. 1969, Howard University; M.A. 1971, Montclair State College

LIGIA D. HUNT (1955), Assistant Professor of Spanish  
 B.A. 1941, University of Puerto Rico; M.A. 1954, Columbia University

- JOHN E. JENSEN (1965), Head Basketball Coach with the rank of Assistant Professor  
B.A. 1961, Wake Forest University; M.Ed. 1967, University of North Carolina at Greensboro
- CYRUS M. JOHNSON (1968), Associate Professor of Sociology  
B.S. 1939, Wake Forest University; M.A. 1940, Ohio State University; Ph.D. 1963, Duke University
- FRANK P. KEEGAN (1975), Assistant Professor of Biology  
B.A. 1968, M.A. 1973, Queens College, New York; Ph.D. 1975, City University of New York
- ELIZABETH B. KEISER (1966), Assistant Professor of English  
B.A. 1960, Earlham College; M.A. 1964, Ph.D. 1972, Yale University
- R. MELVIN KEISER (1966), Associate Professor of Religion  
B.A. 1960, Earlham College; B.D. 1963, S.T.M. 1964, Yale University Divinity School; M.A. 1971, Harvard University; Ph.D. 1974, Duke University
- E. DARYL KENT (1939), Craven Professor of Philosophy and Religion and Professor of Non-Western Studies  
B.A. 1936, Guilford College; B.D. 1939, Hartford Theological Seminary; Ph.D. 1954, Columbia University
- E. KIDD LOCKARD (1958), Associate Professor of History  
B.A. 1935, Glenville State College; M.A. 1937, West Virginia University
- EDWARD LOWE (1972), Professor of Music and Director of Music Program  
B.M.E. 1954, Simpson College; M.M.E. 1956, Indiana University; Certificate, 1961, Akademie für Musik, Salzburg, Austria
- JACQUELINE LUDEL (1976), Assistant Professor of Biology and Psychology  
B.A. 1966, Queens College; Ph.D. 1971, Indiana University
- DAVID F. MacINNES JR. (1973), Assistant Professor of Chemistry  
B.A. 1965, Earlham College; M.A. 1969, Ph.D. 1972, Princeton University
- JONATHAN W. MALINO (1976), Assistant Professor of Philosophy  
B.A. 1966, Brandeis University; Ph.D. 1975, Columbia University
- ILMA MORELL MANDULEY (1961), Assistant Professor of Mathematics  
B.S. 1947, Friend's School, Holguin, Cuba; D.Sc. 1953, University of Havana, Cuba
- F. MILDRED MARLETTE (1948), Professor of English  
B.A. 1935, Guilford College, M.A. 1947, University of North Carolina at Chapel Hill
- TREVA W. MATHIS (1950), Associate Library Director and Curator of the Quaker Collection with the rank of Assistant Professor  
B.A. 1933, University of North Carolina at Greensboro
- STUART T. MAYNARD (1951), Associate Professor of Physical Education and Head Baseball Coach  
B.A. 1943, Guilford College; M.Ed. 1953, University of North Carolina at Chapel Hill
- GARY M. McCOWN (1972), Assistant Professor of English  
A.B. 1961, Princeton University; M.A. 1962, Harvard University; Ph.D. 1968, University of North Carolina at Chapel Hill
- CHARLES P. McDOWELL (1976), Associate Professor of Administration of Justice holding the Voehringer Lectureship  
B.S. 1963, North Texas State University; M.P.A. 1969, City College of New York; Ph.D. 1972, North Texas State University



- JAMES C. McMILLAN (1966), Professor of Art  
B.A. 1947, Howard University; Certificate 1951, Académie Julian, Paris, France;  
M.F.A. 1952, Catholic University of America
- DONALD W. MILLHOLLAND (1965), Associate Professor of Philosophy  
A.B. 1954, Duke University; B.D. 1957, Union Theological Seminary; Ph.D. 1966,  
Duke University
- J. FLOYD MOORE (1944), Professor of Biblical Literature and Religion  
B.A. 1939, Guilford College; B.D. 1944, Hartford Theological Seminary; Ph.D.  
1960, Boston University
- JOSEPHINE L. MOORE (1962), Professor of History  
B.A. 1933, Trinity University; M.A. 1936, University of Michigan; Ph.D. 1941,  
Cornell University
- CLAIRE K. MORSE (1976), Assistant Professor of Psychology  
B.A. 1965, Oberlin College; Ph.D. 1968, Yale University
- RICHARD M. MORTON (1969), Associate Professor of English  
B.A. 1959, M.A. 1960, University of South Carolina; Ph.D. 1970, University of  
Georgia
- FRANCES J. NORTON (1966), Professor of Psychology  
A.B. 1938, M.A. 1940, University of Missouri at Kansas City; Ph.D. 1961, State  
University of Iowa
- ELWOOD G. PARKER (1968), Associate Professor of Mathematics and Director of  
Freshman Level, Being Human in the Twentieth Century  
B.S. 1964, Guilford College; M.A. 1967, Ph.D. 1972, University of North Carolina  
at Chapel Hill
- FREDERICK W. PARKHURST JR. (1964), Professor of Economics  
A.B. 1951, J.D. 1953, Northeastern University; A.M. 1955, Boston University;  
LL.M. 1968, J.S.D. 1973, New York University
- JOHN M. PIPKIN (1963), Assistant Professor of Religion  
B.A. 1954, M.A. 1960, Guilford College
- HERBERT L. POOLE (1966), Library Director with the rank of Associate Professor  
and Special Assistant to the President  
A.B. 1962, M.S.L.S. 1964, University of North Carolina at Chapel Hill; Ph.D.  
candidate, Rutgers State University
- JAMES A. POPE III (1974), Instructor in Management  
B.A. 1964, College of Wooster; M.A. 1965, Northwestern University; Ph.D.  
candidate, University of North Carolina at Chapel Hill
- GWEN J. REDDECK (1959), Assistant Professor of Education and Director of  
Secondary Education  
B.S. 1954, High Point College; M.Ed. 1962, University of North Carolina at  
Greensboro
- FLOYD A. REYNOLDS (1960), Registrar and Assistant Professor of Mathematics  
B.S. 1949, Guilford College; M.Ed. 1954, University of North Carolina at Chapel  
Hill
- NORTON H. ROBBINS (1965), Associate Professor of Economics  
B.S. 1948, Denver University; M.A. 1965, Ph.D. 1968, Indiana University
- NELSIE P. ROTHCHILD (1967), Chief of Technical Services with the rank of  
Instructor  
B.A. 1946, New York University; M.Ed. 1967, University of North Carolina at  
Greensboro
- KATHERINE H. SEBO (1968), Assistant Professor of Political Science  
B.A. 1965, Oberlin College; M.A. 1968, Ph.D. 1973, American University

- SHERIDAN A. SIMON (1974), Instructor in Physics  
B.S. 1969, M.A. 1971, Ph.D. candidate, University of Rochester
- BRUCE B. STEWART (1967), Assistant to the President, Acting Academic Dean and Assistant Professor of Education  
B.A. 1961, Guilford College; M.Ed. 1962, Ed.D. candidate, University of North Carolina at Chapel Hill
- ALEXANDER R. STOESEN (1966), Associate Professor of History  
B.A. 1954, The Citadel; M.A. 1958, University of Rochester; Ph.D. 1965, University of North Carolina at Chapel Hill
- JOHN H. STONEBURNER (1968), Associate Professor of Religion  
B.A. 1958, Earlham College; B.D. 1961, Drew Theological School; Ph.D. 1969, Drew University
- EUGENE H. THOMPSON, JR. (1958), Assistant Professor of French  
B.A. 1935, M.A. 1939, University of Kentucky; Diplôme Supérieur d'Etudes Françaises Modernes, 1967, Alliance Française, Paris, France
- KENNETH D. WALKER (1962), Assistant Professor of Mathematics  
A.B. 1942, East Carolina University; M.Ed. 1962, University of Georgia
- BRUCE L. WILSON (1971), Assistant Academic Dean and Associate Professor of English  
B.S. 1956, M.S. 1960, Kansas State University; Ph.D. 1970, University of Minnesota
- MARGARET S. YOUNG (1975), Assistant Professor of Sociology  
B.A. 1964, Alverno College; M.A. 1968, Loyola University; Ph.D. 1976, University of North Carolina at Chapel Hill
- MARTHA ZELT (1976), Assistant Professor of Art  
B.A. 1969, Temple University
- PAUL E. ZOPF JR. (1959), Dana Professor of Sociology  
B.S. 1953, University of Connecticut; M.S. 1955, Ph.D. 1966, University of Florida
- RICHARD L. ZWEIGENHAFT (1974), Associate Professor of Psychology  
B.S. 1967, Wesleyan University; M.A. 1968, Columbia University; Ph.D. 1974, University of California at Santa Cruz

## **Emeriti**

- CARL C. BAUMBACH, B.M., M.M., Associate Professor of Music, 1950-1968
- EVA GALBREATH CAMPBELL, B.A., M.A., Ph.D., Professor of Biology, 1924-1961
- GEORGE W. COBB, B.A., M.A., Ph.D., Associate Professor of English, 1961-1966
- FREDERIC R. CROWNFIELD, B.S., S.T.M., Ph.D., Craven Professor of Biblical Literature and Religion, 1948-1971
- N. ERA LASLEY, B.S., Registrar, 1918-1959
- HARVEY A. LJUNG, B.S., M.S., Ph.D., Professor of Chemistry, Dana Professor Emeritus, 1931-1973
- CLYDE A. MILNER, B.A., M.A., B.D., Ph. D., LL.D., President of the College and Professor of Philosophy; 1930-1965
- ERNESTINE COOKSON MILNER, B.A., B.S., M.A., Professor of Psychology, 1930-1965
- ALGIE I. NEWLIN, B.A., M.A., Dr.Sc.Pol. (Geneva), Professor of History and Political Science, 1924-1966
- OSCAR M. POLHEMUS, B.A., M.A., S.T.B., Th.D., Associate Professor of Political Science, 1957-1964

E. GARNES PURDOM, B.A., M.S., Ph.D., D.S., Professor of Physics, Dana  
Professor Emeritus, 1927-1973  
EDNA L. WEIS, B.A., B.S., M.A., Assistant Professor of English, 1946-1964

### **Greensboro College Music Faculty**

- HAROLD G. ANDREWS JR., Professor of Organ and Church Music  
B.M., M.M., Oberlin Conservatory of Music; D.M.A., Boston University
- FREDERICK H. BEYER, Associate Professor of Music  
A.B., Harvard University; M.A., Columbia University; D.M., Florida State  
University
- \*JAMES R. DECKER, Assistant Professor of Brasses and Woodwinds  
B.M.Ed., DePaul University, M.M.Ed., Northwestern University
- \*SAM DORSEY, Instructor in Guitar
- DON W. HANSEN, Professor of Music, Chairman  
B.M., M.M., Northwestern University; Eastman School of Music
- \*JO PLUM HANSEN, Assistant Professor of Stringed Instruments  
B.M., M.M., Northwestern University
- HENRY B. INGRAM JR., Associate Professor of Piano  
B.M., Eastman School of Music; B.M., M.M., Yale University; D.M.A., University  
of Southern California
- \*J. MASSIE JOHNSON, Instructor in Percussion
- GARRETH M. McDONALD, Associate Professor of Music Education  
B.M.Ed., University of Nebraska; University of Colorado; M.M., Northwestern  
University
- DAVID C. PINNIX, Associate Professor of Piano  
B.M., Oberlin College; M.M., Eastman School of Music; D.M.A., University of  
Rochester
- \*LINDA WELLONS, Instructor  
B.M., Greensboro College; Converse College; University of North Carolina at  
Greensboro
- ELBERT L. WILLIAMS, Professor of Voice  
A.B., Central State College; M.M., Oklahoma University; Juilliard School of  
Music; New York University
- ANNE WOODWARD, Assistant Professor of Voice  
B.M., Greensboro College; M.A., Teachers College, Columbia University

\*Part-time

## Admissions Staff

Herbert L. Poole, Director  
John K. Bell, Associate Director  
Charles C. Hendricks, Associate Director  
Jean Stewart, Assistant Director  
William M. B. Fleming, Jr., Assistant Director

Thomas L. West, Associate Director  
The Urban Center  
Cathy O. West, Assistant Director  
The Urban Center  
Ann Johnson, Admissions Counselor  
The Urban Center

## Correspondence Directory

### For Information On:

Admissions

Alumni Affairs

Business Matters

Evening Classes

Financial Aid

Gifts or Bequests

Job Placement

Records and  
Registration

Student Housing

### Write to:

Herbert L. Poole, Director of Admissions  
or Thomas L. West, Associate Director of  
Admissions, The Urban Center

J. Binford Farlow, Director of Alumni Affairs

James C. Newlin, Business Manager

Thomas L. West, Associate Director  
of Admissions, The Urban Center

Betty F. Watkins, Director of Financial Aid

Alfred A. Blum Jr., Director of Development

Richard Coe, Director of Placement Services

Floyd Reynolds, Registrar

or Robert L. Willis, Associate Registrar for The  
Urban Center

Robert White, Director of Housing and Security  
Services

Address all correspondence to:

Guilford College  
5800 West Friendly Avenue  
Greensboro, North Carolina 27410

The college telephone number is (919) 292-5511.

# APPENDIX

## COLLEGE CALENDAR 1977-78

Residence halls open for new students—1:00 p.m.	Thurs., Aug. 25, 1977
Freshman orientation	Thurs., Aug. 25, 1977
Registration at Urban Center	Thurs., Aug. 25, 1977
Residence halls open for returning students—1:00 p.m.	Sun., Aug. 28, 1977
Registration for new and non-preregistered students	Mon., Aug. 29, 1977
Urban Center orientation	Mon., Aug. 29, 1977
Classes begin; late registration and payment fees applicable	Tues., Aug. 30, 1977
Last day to add courses	Mon., Sept. 12, 1977
Last day to drop courses	Mon., Sept. 26, 1977
Last classes before Fall Break	Fri., Oct. 14, 1977
Residence halls closed from 4:00 p.m. to 1:00 p.m.	Fri., Oct. 14, 1977
Classes resume	Sun., Oct. 23, 1977
*Last day to withdraw and receive enrollment deposit refund	Mon., Oct. 24, 1977
Last day to drop a course with a grade of WP	Tues., Nov. 1, 1977
Preregistration for second semester from to	Wed., Nov. 2, 1977
Last classes before Thanksgiving	Mon., Nov. 14, 1977
Friday classes meet	Wed., Nov. 23, 1977
Residence halls closed from 4:00 p.m. to 1:00 p.m.	Wed., Nov. 23, 1977
Classes resume	Wed., Nov. 23, 1977
Reading Day	Wed., Nov. 23, 1977
Exams begin	Wed., Nov. 23, 1977
Exams end	Wed., Nov. 23, 1977
Residence halls closed from 4:00 p.m. to 1:00 p.m.	Wed., Nov. 23, 1977
Registration at Urban Center	Sun., Nov. 27, 1977
Students return	Mon., Nov. 28, 1977
Registration on Main Campus	Wed., Dec. 14, 1977
Urban Center orientation	Thurs., Dec. 15, 1977
Classes begin; late registration and payment fees applicable	Tues., Dec. 20, 1977
Last day to add courses	Tues., Dec. 20, 1977
Last day to drop courses	Tues., Jan. 10, 1978
Last classes before Spring Break	Mon., Jan. 9, 1978
Residence halls closed from 4:00 p.m. to 1:00 p.m.	Tues., Jan. 10, 1978
Classes resume	Wed., Jan. 11, 1978
Last day to drop a course with a grade of WP	Wed., Jan. 11, 1978
*Last day to withdraw and receive enrollment deposit refund	Thurs., Jan. 12, 1978
Preregistration for Fall Semester 1978 from to	Wed., Jan. 25, 1978
	Wed., Feb. 8, 1978
	Fri., March 3, 1978
	Fri. March 3, 1978
	Sun., March 12, 1978
	Mon., March 13, 1978
	Wed., March 22, 1978
	Sat., April 1, 1978
	Mon., April 10, 1978
	Mon., April 17, 1978

\*Special cases must be brought to the attention of the Dean of Students before this date.

Reading Day  
Exams begin  
Exams end  
Commencement

Thurs., April 27, 1978  
Fri., April 28, 1978  
Wed., May 3, 1978  
Sat., May 6, 1978



## **ACADEMIC REGULATIONS**

The following academic regulations are subject to change by authorized individuals and agencies. In general, however, a student may graduate according to the academic regulations stated in the catalog of the year of his or her entrance to Guilford College.

### **The Course as the Unit of Instruction**

The "course" is the basic unit of instruction and measurement of academic progress at Guilford College. Almost all courses carry 4 credits; the exceptions are physical education activity courses, off-campus seminars, studio art courses, some independent study projects, and seminars in some departments. A credit may be considered equivalent to a semester hour.

Certain courses meet for four hours each week, others for three hours, and some for only two hours, the frequency of meeting depending upon the nature of the course and the method of instruction.

Normally 100 level courses are introductory courses, 200 level courses are sophomore courses, and 300 and 400 level courses are junior and senior courses. Freshmen must have the approval of their advisers to take 300 or 400 level courses.

### **Course Credits Required for Graduation**

To graduate from Guilford the student must complete 32 courses (128 credit hours) of academic work with a C (2.00) average or 128 credit hours of C work, with D and F grades ignored. See page 22 for details.

## **Degree Candidacy**

One semester prior to the time students expect to receive their degree they must submit to the registrar an application for graduation, accompanied by a written statement from their department chairperson indicating that all degree requirements are scheduled for completion by the anticipated time of graduation. Filing an application for graduation incurs a graduation fee of \$15, payable by April 15.

Students who fail to complete all degree requirements by the scheduled graduation date must reapply for graduation. An application should be submitted for the next regular date for conferring degrees with a \$7.50 duplicate diploma fee.

## **Normal Semester Load**

Students working toward a degree normally carry four courses (16 credits) each semester. Students may in addition take two 1-credit courses (such as choir, physical education, or an off-campus seminar) without additional tuition charge.

## **Overloads**

Students who wish to take more than 18 credits in any semester must have the permission of the academic dean. Normally permission is granted only to seniors who need additional credits to graduate with their class. Additional charges are assessed for all credits over 18 per semester (see page 64), with the exception of those taken by music majors, who pay an initial fee to cover the cost of the extra hours of applied music required by their course of study.

## **The Weekly Schedule**

Formal main campus classes meet on Monday, Tuesday, Thursday, and Friday. Classes are not normally scheduled on Wednesday, which is used for study, library work, internships, field trips, and conferences with instructors. Urban Center classes meet on Monday-Wednesday and Tuesday-Thursday, or as specified on the semester schedule.

## **Class Attendance**

The importance of class attendance varies with the nature of the subject matter of the course and the professor's approach. Laboratory attendance is considered an essential part of science and language courses. Classes using discussion techniques and seminars emphasizing student participation are dependent for their success on regular attendance by the participants. Individual faculty members make clear their expectations in regard to particular courses, but the ultimate responsibility for class attendance rests with the student.

Sophomores, juniors, and seniors who are on the Dean's List are not required to attend classes but must be present for all announced quizzes and examinations and must prepare all required written work. Students on academic probation are allowed no absences except those excused by the dean of students. Students who terminate regular class attendance are subject to suspension.

## **Registration Procedures**

Freshman students register in late August during their orientation program. Returning students preregister for the fall semester during April and for the spring semester during November, but registration must be verified and finalized on the official registration day at the beginning of the next semester.

Freshman students select their courses in consultation with an appointed adviser. Beginning with the sophomore year, students register with an adviser from their major department, if they have chosen a major. To change from one adviser to another or from one major to another, a student should see the chairperson of the newly selected major department or of the department in which the new adviser serves. In either case a change of adviser form should be completed by the new adviser and delivered by the student to the registrar.

During preregistration or registration for the fall and spring semesters, Guilford College students may also enroll in courses at Bennett College, Greensboro College, High Point College, the University of North Carolina at Greensboro, and A & T State University, provided the selected courses are not offered at Guilford and enrollment is not filled by the institution's own students. Full credit will be granted, and grades and quality points will be transferred.

## **Changes in Registration; Withdrawal from Courses**

Once registered, the student is responsible for all listed courses, and may change his or her registration only by delivering to the Registrar's Office a Drop-Add slip bearing the signatures of the academic adviser and the instructors of the courses dropped or added. If advisable, students may add new courses to their schedules during the first week of classes. They may drop courses with a grade of W during the first 30 days of the semester. Students withdrawing from courses thereafter receive a grade of WP (withdrawal with a passing grade) or WF (withdrawal with a failing grade) until an established deadline has been reached, approximately two weeks after midterm, after which only a grade of WF may be recorded. Under extenuating circumstances, the dean of students may report a grade of W at any time during the semester.



## **Grading System**

A student's grades are determined by daily preparation, participation in class discussion, the quality of written work, and the results of quizzes and examinations. The grade of A represents exceptional achievement, B superior, C average, D passing, and F failing. An X precedes B, C, D, or F whenever, through unavoidable circumstances, the work in the course has not been completed. In such a case, the grade is provisional and may be replaced with a better mark upon completion of the work. The provisional grade becomes the final grade if the course work has not been finished by midterm of the next regular semester. Provisional grades for seniors may not be changed subsequent to graduation. See page 39 for information about pass/fail grading. Information pertaining to W, WP, and WF grades may be found in the immediately preceding section. Only grades of C or better may be counted toward the major.

## **Grade Reports**

During the regular academic year, midterm progress reports are available through the student's adviser. At the end of each semester, final grades are entered on the permanent record and, if the student's business office and library accounts are settled, a grade report is forwarded to the student, the faculty adviser, and the dean of students. Confidentiality of student records is maintained according to guidelines publicized by the Office of the Dean of Students.

## **Grade Points**

One grade point is assigned for each credit hour of D work, two for C, three for B, and four for A. To be a candidate for a degree, except under the C credit accumulation plan (see page 22), a student must have a C (2.00) average. Cumulative grade point averages are determined by dividing the accumulated grade points by the total credits attempted minus credits in courses marked W or WP, credits taken on the pass/fail option, and transfer credits. Each time a course is taken or repeated the attempted credits and quality points are entered into the statistics used to compute the grade point average. Students may not repeat for credit any course previously passed with a grade of C or better. Exceptions are the Special Topics courses, whose content varies, and courses indicated as repeatable in the course listings. Grade point averages are computed at the end of each semester and include only work done at Guilford College and the other consortium institutions.

## **Transcripts**

Every student may receive one official transcript of his or her work without charge, provided all accounts with the college are satisfactorily arranged. Requests for subsequent copies must be made in writing to the registrar

by the owner of the record and should be accompanied by a remittance of \$2 for each copy desired. Transcript requests should be made to the Registrar's Office at least one week before the transcript is needed.

### **Student Classification**

Class standing for students admitted to the baccalaureate degree program is determined at the beginning of each semester. A **freshman** has completed fewer than 24 credits toward a degree, a **sophomore** at least 24 credits, a **junior** at least 56, and a **senior** at least 88. A student may not represent or hold office in any class other than the one to which he belongs as determined by earned credit.

A **special student** is a mature adult for whom normal requirements for admission to a degree program are waived. Special students are expected to achieve academically on the college level by the time they have accumulated 32 credits.

Students not seeking a degree from Guilford may enroll in courses at the college. An **unclassified student** is a non-degree seeker who holds a baccalaureate degree. A **visiting student** is one earning college credit to be applied to a degree program at another college or university. An **auditor** is a student who attends class, listens to lectures, and may participate in class discussions, but does not receive credit. Auditors must pay the auditor's fee to the Business Office. **Drop-in students** are granted permission by the instructor to audit a course with the understanding that no permanent record of the audit will be maintained. Drop-in students register for courses after all other students have completed their registration. A "no-record audit" fee must be paid at the Business Office.

Each student, except for auditors and drop-in students, is either a full-time student, carrying at least three courses (12 credits) or a part-time student, carrying less than 12 credits. Part-time students must have the consent of the dean of students to room in the residence halls and may participate in college activities only with the approval of the Student Affairs Committee. Rules of the National Association of Intercollegiate Athletics and the Carolinas Conference determine eligibility for intercollegiate athletics.

### **Transfer Credit**

Transfer students must present an official transcript and a catalog from each college attended, a statement of honorable dismissal, and a complete record of the entrance credentials submitted to the institution from which they wish to transfer. Credit for courses completed with a grade of C or above, bearing some relationship to Guilford's liberal arts curriculum, may be transferred from accredited junior colleges, community colleges, senior colleges, or universities. Courses to be

applied to a major at Guilford College must be approved by the chairperson of the major department. Credits earned more than ten years prior to application must be evaluated by the academic dean and the chairperson of the major department before they can be accepted.

A maximum of 64 credits is accepted from a junior college. Credits for a student transferring from a non-accredited two-year college are accepted on a provisional basis and must be validated by a C average for the first 32 credits of work taken at Guilford College. Credits for a student transferring from a technical institute must likewise be validated. Normally no more than 32 hours of academic course work is transferred from a technical institute, but additional credits may be accepted upon direct approval of the academic dean. Credit from correspondence or extension programs, from other two-year institutions, or from business schools can be granted only with the explicit approval of the academic dean.

Each transfer student must meet the college regulations for graduation with respect to all core and distribution requirements. With the approval of the student's adviser, substitutions and exceptions are available by petition to the academic dean. Transfer students receive a conversion allowance of up to 1 credit for each 15 semester hours of transfer credit applied to Guilford's degree.

### **Continuing Admission**

Students who plan to return to the college the following September fill out a continuing admissions form for the Office of the Dean of Students during the spring semester. Those who wish to live on campus also fill out a housing contract.

### **Academic Warning and Academic Probation**

An academic warning is issued when a student with a cumulative grade point average above C (2.00) has made unsatisfactory progress during the previous semester (with or without provisional XD or XF grades) or when a student has made satisfactory progress during the previous semester but has a cumulative grade point average less than C.

Unsatisfactory progress is indicated when a full-time student earns grades less than C in 8 credit hours of work or more during a semester, or a part-time student earns grades less than C in 4 credit hours or more.

An academic probation is issued when a student with a cumulative grade point average less than C has made unsatisfactory progress during the previous semester.

Academic warning and academic probation are not considered punitive measures, but rather indications that the student needs to make greater effort and should seek special counseling from the academic adviser or from the staff of the Office of the Dean of Students to help surmount

difficulties which might lead to suspension or dismissal. Students on academic warning and probation are permitted no unexcused absences from class.

### **Separation from the College**

Entering full-time students are assured of 24 credit hours of work at Guilford College to prove their ability to achieve academically at the college level. After the completion of 24 hours of work, students on probation and with a cumulative grade point average below C are subject to separation from the college if they qualify for probation for the immediately following semester. In such cases the student's records are carefully reviewed by the Retention Subcommittee.

Suspended students may apply for readmission to the college through the Admissions Subcommittee following the period of suspension, normally one semester. If, in the opinion of the subcommittee, the applicant shows evidence of increased maturity and purpose as well as academic potential, he or she may be readmitted conditionally.

Readmitted students who accumulate grades less than C in 8-12 hours of subsequent work are permanently dismissed from the college on the basis that they are failing to accumulate C credits rapidly enough to assure eventual graduation. Readmittance of dismissed students is the prerogative of the academic dean.

### **Withdrawal from the College**

Students who wish to withdraw from the college during a semester or at the end of a semester must apply for permission to withdraw in good standing. Withdrawal forms are available in the Office of the Dean of Students. See page 67 for the schedule of refunds. A student who withdraws in good standing may apply through the Admissions Office for readmission to the college at any time. Students returning to Guilford after more than ten years must have credits earned earlier evaluated by the academic dean and the chairperson of the major department.

### **Payment of Tuition and Fees**

Tuition and fees must be paid according to the schedule in Chapter IV, pages 64, 65. Students who do not fulfill their financial obligations to the college according to this schedule, or who fail to make satisfactory arrangements with the Business Office to pay according to some other mutually agreed upon schedule, have their registration canceled by the academic dean.



## GEOGRAPHICAL LISTING OF STUDENTS, 1976-77

### Alabama

Brown, Margaret S.,  
Hain, Ginger,  
London, Katherine A.,  
McLemore, Llewellyn,

Birmingham  
Birmingham  
Birmingham  
Sylacauga

### Arizona

Shaw, Deborah L.,  
Shaw, N. Ruth,

Tucson  
Tucson

### California

Batten, Steven L.,  
Dowe, Suzanne M.,  
Carson, John T.,

La Habra  
Mission Viejo  
Torrance

### Connecticut

McFarland, Ronald E.,  
O'Connor, Thomas K.,  
Gindek, Donna L.,  
Albinus, John S.,  
Donovan, Naomi,  
Stephan, Karl D.,  
Hackman, Carrie E.,  
Hyyppa, Louise T.,  
Keelips, Carol Ann,  
Conant, Holly Lu,  
Cohen, Michael S.,  
Trull, Nancy C.,  
Genua, Richard L., Jr.,  
Wheeler, Clark E.,  
Given, Peter B.,  
Wall, Richard A.,  
Griffin, Ronald H.,  
Colby, Emorie D.,  
Furgurson, Gilbert H.,  
Ott, Margaret Abigail,  
Kittredge, Mary R.,

Arsonia  
Cheshire  
Fairfield  
Greenwich  
Hamden  
New Canaan  
Orange  
Portland  
Rowayton  
Short Beach  
W. Hartford  
W. Hartford  
Waterbury  
Watertown  
West Hartford  
West Haven  
Weston  
Westport  
Westport  
Wilton  
Woodbridge

### Delaware

Gears, Elizabeth H.,  
Field, Christopher T.,  
Aubuchon, Susan M.,  
Flanders, James F., III,  
Hughes, Paul E., Jr.,  
Johnson, William Jr.,  
McCune, Kenneth B.,  
Schein, Julia R.,  
Sloan, Donna L.,  
Tompson, Susan,  
Tyson, Trenly Ann,

Dover  
Newark  
Wilmington  
Wilmington  
Wilmington  
Wilmington  
Wilmington  
Wilmington  
Wilmington  
Wilmington

### District of Columbia

Atkinson, Lanita E.  
Bialek, Wendy R.  
Boone, Kenneth L.  
Brown, David A. P.  
Chandler, Alicia R.  
Faint, Mary Catherine  
Froelicher, Sandell  
Hopkins, Susan R.  
Leonard, Victoria A.  
Palmer, Crystal S.  
Robinson, Chandra G.  
Russell, Don A.  
Saunders, Michele C.  
Stickle, Mark H.  
Weinberg, Susan B.  
Winchester, Elizabeth  
Young, John D.

### Florida

Fitzgerald, Pamela A.,  
Decanio, Maria-Teresa,  
Crownfield, Margaret S.,

Apalachicola  
Boynton Beach  
Bradenton Beach

Phelps, Deborah G.,  
 Ketchum, Michael R.,  
 Hardcastle, Laurie Ann,  
 Godwin, Martin B.,  
 Jessee, Nancy S.,  
 Solomon, Mark A.,  
 Barnard, Elizabeth C.,  
 Lynch, Carol M.,  
 Avellone, Arliss E.,  
 Page, Howard W.,  
 Quesada, Jorge Dela T.,  
 Moran, Elizabeth A.,  
 Flick, Catherine J.,  
 Byrd, Richard T.,  
 Howard, Melodie L.,  
 Fernandez, Manuel,  
 Griffis, Jane Ann,  
 Simon, Steven D.,  
 Hood, James W.,  
 Szazama, Joseph E.,  
 Stephens, Marc R.,  
 Moody, Roosevelt, III,  
 Hooker, Michele,  
 Ernest, Robin L.,  
 Brady, William R.,  
 Spicuzza, Cary A.,  
 Kelly, Kathleen Ann,  
 Coffey, John F.,  
 Beidler, John L.,  
 Kalin, Richard D.,  
 Friesel, Robert E.,  
 Rutherford, Amy F.,  
 Booth, Margaret Ann,  
 Booth, Thomas E.,  
 Taylor, Paul W.,  
 Gorman, Russell F.,  
 Kennedy, Elizabeth C.,

## Georgia

Comer, Robert W.,  
 Johnson, Mary Ellen,  
 Brown Gregory C.,  
 Carter, Wilson M.,  
 Forbes, Anne Margaret,  
 Forbes, Theodore M.,  
 George, Alice W.,  
 Hill, Glynis E.,  
 Jewett, David H.,  
 Johnston, Peter C.,  
 Kiser, Elizabeth W.,  
 Lacy, Lynda Ann,  
 Langham, Marcia G.,  
 McLemore, Victor A.,  
 Mitchell, Robert B., Jr.,  
 Mosley, Edwina C.,  
 Myers, Tamara A.,  
 Sachs, Jeannette L.,  
 Sparks, Rebecca M.,  
 Stinson, George M.,  
 Thompson, Pamela S.,  
 Ward, James K.,  
 Zoellner, Gary S.,  
 Daniel, Laura I.,

Clewiston  
 Cocoa  
 Cocoa Beach  
 Ft. Lauderdale  
 Ft. Lauderdale  
 Ft. Lauderdale  
 Gainesville  
 Gainesville  
 Hallandale  
 Hialeah  
 Hialeah  
 Holmes Beach  
 Indian Rocks Beach  
 Jacksonville  
 Jacksonville  
 Jacksonville  
 Miami  
 Miami  
 Miami Beach  
 Miami Spring  
 Miramar  
 Miramar  
 Mt. Dora  
 North Palm Beach  
 Pinellas Park  
 Plantation  
 Sarasota  
 Satellite Beach  
 St. Petersburg  
 Tallahassee  
 Tallahassee  
 Tampa  
 Tampa  
 Venice  
 Venice  
 Vero Beach  
 Winter Park  
 Zephyrhills

Jennings, Penelope,  
 White, Constance A.,  
 McAdams, Carla L.,  
 Hurley, David L.,  
 Hinshaw, Lee H.,  
 Hasty, Douglas F.,  
 Jarrett, John H.,  
 Duncan, Cassandra E.,  
 Franklin, Robert L., Jr.,  
 Smith, James H.,

## Illinois

Wall, Robert K.,  
 Parry, Richard S.,

## Indiana

Shields, James T.,

## Louisiana

Dussom, Denise S.,

## Maine

Kenneally, Mary C.,  
 Beattie, Elizabeth A.,

## Maryland

Howard, Leslie D.,  
 Alford, Lorretta L.,  
 Brown, Cheryl A.,  
 Fribush, Paul J.,  
 Rayburn, Linda J.,  
 Somerville, Daniel T.,  
 Beckelheimer, Carolyn A.,  
 Horton, Barbara T.,  
 Carlson, Shawn D.,  
 Laughlin, Susan J.,  
 Buckley, Mark H.,  
 Buckley, Stephen P.,  
 Colliton, Matthew F.,  
 Datta, Tane M.,  
 Fitzgerald, Kathleen,  
 Gottfried, Barbara K.,  
 Hacking, Jay R.,  
 Hawkins, Thomas E.,  
 Kosonen, Carla G.,  
 Mullett, Pamela A.,  
 Oliver, Malcolm E.,  
 Silkwood, Anne M.,  
 Wells, Stephen M.,  
 White, Richard W.,  
 Palumbo, Paul K.,  
 Powell, Elizabeth,  
 Shippen, William B., Jr.,  
 Davidow, Rodney D. M.,  
 Johnson, Jill A.,  
 MacKenzie, Elizabeth H.,  
 Shelton, Molly B.,  
 Billovits, Susan M.,  
 Slemmons, Kent D.,  
 Smith, Nancy L.,

Augusta  
 Chamblee  
 Decatur  
 Dunwoody  
 Riverdale  
 Roswell  
 Roswell  
 Savannah  
 Smyrna  
 Waynesboro

Elmhurst  
 Glen Ellyn

Indianapolis

Covington

Saco  
 Sanford

Adelphi  
 Baltimore  
 Baltimore  
 Baltimore  
 Baltimore  
 Baltimore  
 Bel Air  
 Bel Air  
 Beltsville  
 Beltsville  
 Bethesda  
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 Bethesda  
 Bethesda  
 Bowie  
 Braddock Heights  
 Brookeville  
 Chevy Chase  
 Chevy Chase  
 Chevy Chase  
 Cumberland  
 Gaithersburg  
 Gaithersburg  
 Gaithersburg

Paul, Linda M.,  
 McIntire, Margaret R.,  
 Davis, Douglas L.,  
 Beaver, Donald A., Jr.,  
 Bohman, Robert J.,  
 Bristow, Valentine S.,  
 Waltersdorf, Margaret O.,  
 Winslow, Marjorie D.,  
 Reehling, Jenny G.,  
 Pevey, Judith E.,  
 Kuendel, Mary A.,  
 White, William A. L.,  
 Ertel, Linda C.,  
 Spencer, Sharon L.,  
 Ray, Phillip E.,  
 Captain, Patricia K.,  
 Collins, Patricia M.,  
 Higgins, Wendy,  
 Hill, Leslie N.,  
 Scott, Emily L.,  
 Scott, Jeffrey P.,  
 Bradford, Carl E.,  
 Groton, Richard G.,  
 Owens, Carolee S.,  
 Halper, Marsha S.,  
 Jones, Leonard M.,  
 Abbott, Susan M.,  
 Baker, William D., Jr.,  
 Block, Martin E.,  
 Cohen, Ellen,  
 Schott, Cynthia C.,  
 Spokely, David G., Jr.,  
 Seiler, Lauren E.,  
 Broadbent, Philip E.,  
 Millhouser, Brian R.,  
 Volk, Susan D.,  
 Baden, Bruce A.,  
 Mulligan, Matthew G.,  
 Tornell, George M.,  
 Langrall, David B.,

Gapland  
 Germantown  
 Greenbelt  
 Hagerstown  
 Hagerstown  
 Hagerstown  
 Jarrettsville  
 Laytonsville  
 Mt. Airy  
 Oxon Hill  
 Oxon Hill  
 Potomac  
 Potomac  
 Potomac  
 Riviera Beach  
 Rockville  
 Rockville  
 Rockville  
 Rockville  
 Rockville  
 Rockville  
 Salisbury  
 Salisbury  
 Salisbury  
 Sandy Spring  
 Severna Park  
 Silver Spring  
 Silver Spring  
 Silver Spring  
 Silver Spring  
 Silver Spring  
 Silver Spring  
 Silver Spring  
 Timonium  
 Tokoma Park  
 Towson  
 Towson  
 Towson  
 Upper Marlboro  
 Upper Marlboro  
 Upper Marlboro  
 Westminster

## Massachusetts

Fayen, Daniel E.,  
 Sidel, Susan P.,  
 Loveless, Thomas L., Jr.,  
 Sampas, Anthony M.,  
 Pickett, Ann L.,  
 Bourne, Stephen W.,  
 Rickless, Gail L.,  
 Sax, David B.,  
 Whelan, Carol P.,  
 Goldberg, Eileen,

Cambridge  
 Chelmsford  
 Framingham  
 Lowell  
 Needham  
 Norwood  
 Springfield  
 Swampscott  
 W. Springfield  
 Westford

## Minnesota

Warner, Marcus S.,

St. Paul

## Mississippi

Eller, Robert K.,

Clinton

## Missouri

Duffe, John R.,  
 Schwab, Ellen G.,

St. Louis  
 St. Louis

## New Hampshire

Arndt, Corinne C.,

Hanover

## New Jersey

Smith, Florence S.,  
 Rowe, Robert S.,  
 McGair, Gary W.,  
 Ward, Peter J.,  
 Anderson, Stephanie L.,  
 Graham, Susan M.,  
 Haines, Mary Ann,  
 Hellawell, Kathleen A.,  
 Pollock, Daniel J.,  
 Pollock, Mary Ellen,  
 Anderson, Edward P.,  
 Bradley, Michael J.,  
 Smith, George M.,  
 Pitts, William S.,  
 Cubberley, Mark D.,  
 Soboczynski, Debra Ann,  
 Farr, Richard J.,  
 Gross, David Duffe E.,  
 MacDonald, Mark F.,  
 Soden, Harold W.,  
 Curry, David A.,  
 Nolan, Timothy R.,  
 Gillespie, Evan,  
 Pickard, Cinda M.,  
 Cleaver, Carol Ann,  
 McClune, Michael,  
 Siverson, Michele L.,  
 Edmondson, Sharon A.,  
 Perry, David L.,  
 Gardner, Keith W.,  
 Balcar, Sherry E.,  
 Demarco, Anthony,  
 Watters, Amy T.,  
 Wright, Steven F.,  
 Smith, Elaine W.,  
 Boule, Ellen M.,  
 Holaday, Candace J.,  
 Fox, Julie A.,  
 Hommel, Katherine E.,  
 McCulloch, Cynthia A.,  
 Murphy, Mary Jean,  
 Heines, Denise A.,  
 Marass, Kenneth I.,  
 Hemrick, Paul D.,  
 Weiss, Margot,  
 Wilson, Debra L.,  
 Wilson, Kathryn M.,  
 Johnson, John L.,  
 Scofield, Nancy L.,  
 Frei, William B.,  
 Lippincott, Barbara L.,  
 Lippincott, Lynn A.,  
 Ropp, Barbara E.,  
 Skoczypec, Daniel P.,  
 Gilbert, Kathleen A.,  
 Clarke, Donald G.,  
 Boylan, Mary L.,  
 Gregory, Robert R.,  
 Larsen, Glenn P.,

Alloway  
 Boonton  
 Burlington  
 Caldwell  
 Cherry Hill  
 Cherry Hill  
 Cherry Hill  
 Demarest  
 Elmer  
 Elmer  
 Englishtown  
 Englishtown  
 Englishtown  
 Franklin Lakes  
 Groveville  
 Groveville  
 Haddonfield  
 Haddonfield  
 Haddonfield  
 Jamesburg  
 Linwood  
 Little Silver  
 Long Valley  
 Manway  
 Masonville  
 Matawan  
 Medford  
 Montclair  
 Morris Plains  
 Mt. Holly  
 Newfoundland  
 North Brunswick  
 North Caldwell  
 Pennington  
 Pennsauken  
 Piscataway  
 Plainfield  
 Princeton  
 Princeton  
 Princeton  
 Ridgewood  
 Rockaway  
 Rumson  
 Saddle River  
 Skillman  
 Somerset  
 Somerset  
 Sparta  
 Sparta  
 Stanhope  
 Vincenttown  
 Vincenttown  
 W. Caldwell  
 Wanamassa  
 Warren  
 Watchung  
 Westfield  
 Westfield  
 Westfield

Vliet, Susan G.,  
Killen, Guy W.,  
Tyson, Kenneth C.,  
Bergen, Clement T.,  
Lloyd, Robert D.,  
Sanguinetti, Robert A., Jr.,

## New York

Guile, Keith S.,  
Davis, Lawrence A.,  
Kelly, Elizabeth R.,  
Halfmann, Paul F.,  
Dauerty, Heiene E.,  
Brown, Kenneth E.,  
Hicks, Frank S.,  
MacVittie, GERALYN A.,  
Goldfarb, Shanna B.,  
Silverman, Susan Z.,  
Silverstein, Charles,  
Silverstein, Gary,  
Woerner, Todd E.,  
Rosenzweig, David P.,  
Brunache, Yvon,  
Rice, Lisa H.,  
Luongo, Ralph J.,  
Alonge, Edward T.,  
Bresnihan, Kenneth J.,  
Gold, Robert D.,  
Black, Karen M.,  
Good, Eliott R.,  
Stadler, Harriet C.,  
Plaister, Joseph K.,  
King, Alberto,  
Kraar, Jennifer D.,  
Lenihan, Patricia D.,  
Ranger, Nate C.,  
Chanley, David A.,  
Dougherty, William M.,  
McCartney, Ray M.,  
May, Elinor I.,  
Soave, Susan A.,  
White, Marjorie A.,  
Lebrato, Alina,  
Yeterian, Matthew,  
Chapman, Paul L., Jr.,  
Weisel, Michael L.,  
Cataliotti, Mary Ann T.,  
Johnson, Eric F.,  
Petrouskie, Frank A.,  
Boeggeman, Melissa J.,

Westfield  
Woodbury  
Woodstown  
Wyckoff  
Yardville  
Yardville

Amityville  
Bay Shore  
Brooklyn  
Clinton  
Constantia  
East Islip  
Geneseo  
Geneseo  
Great Neck  
Great Neck  
Great Neck  
Great Neck  
Greensboro  
Hempstead  
Latham  
Lindenhurst  
Lynbrook  
Lynbrook  
Malvern  
Merrick  
Merrick  
Miller Place  
Mt. Kisco  
New York  
New York  
New York  
Newsuffolk  
Northport  
Pelham Manor  
Pine Bush  
Plainview  
Pleasantville  
Port Chester  
Scarsdale  
Smithtown  
Stony Brook  
Syosset  
Wantagh  
Wantagh  
West Nyack

## North Carolina

Neill, Martha C.,  
Farlow, James, W.,  
Odom, Wooten D.,  
Williams, Amelia Fort,  
Williams, Michael W.,  
Cook, Susan H.,  
Atkins, Pamela Cyd,  
Bulla, Maxton D., Jr.,  
Hunsucker, Paul C.,  
Ryerson, Elizabeth C.,

Aberdeen  
Advance  
Ahoskie  
Albemarle  
Albemarle  
Arden  
Asheboro  
Asheboro  
Asheboro  
Asheboro

Stout, Joan M.,  
Wallis, Amy Lu,  
Weston, Marcus L.,  
Lindsey, Jack L.,  
Heavner, Hal G.,  
Leonard, Gary L.,  
Powers, Walter R.,  
Benton, Curtis T.,  
Barnes, Jeffrey D.,  
Mann, Jerri D.,  
Mann, John W.,  
Gunn, Peter G.,  
Harris, Donna L.,  
Holder, George A.,  
Lambeth, Joyce E. D.,  
Terry, Timothy A.,  
White, Andrew, III,  
Capps, Steven L.,  
Lo, Thomas,  
Cribb, Theresa G.,  
Boswell, John I., III,  
Curtis, Carl F.,  
Dyer, David A.,  
Gardner, Mary Starr,  
Getsinger, John T.,  
Harrison, Cary L.,  
Heath, Charles D.,  
Herzog, Lee A.,  
Hicks, Stephen F.,  
Higginbotham, Robert M.,  
Hirsch, Steven P.,  
Howard, Lesley K.,  
Jewson, Linda D.,  
Kinnaird, Michael G.,  
Lauria, Paul T.,  
Lindahl, Carol A.,  
McCallister, Amy L.,  
McMillan, Sally H.,  
Melton, Bonnie Jo,  
Moore, John R.,  
Paull, Noelle D.,  
Propster, Robert C.,  
Rall, Catharyn E.,  
Robb, Nancy D.,  
Royal, Philip W.,  
Scott, David S.,  
Siegel, Lucille P.,  
Stedman, Jody L.,  
Summer, David E.,  
Urquhart, Blair E.,  
Wagner, Virginia E. L.,  
Young, Nancy B.,  
Alexander, Frances P.,  
Anderson, Walter A.,  
Blackburn, Leah L.,  
Blackburn, Valerie L.,  
Bohn, Sara J.,  
Boyte, Martha E.,  
Cox, Barry A.,  
Dillard, David H.,  
Donaldson, Steven J.,  
Durham, James O., Jr.,  
Edwards, Elizabeth A.,

Asheboro  
Asheboro  
Asheboro  
Asheville  
Belmont  
Bennett  
Beulaville  
Bladenboro  
Boonville  
Brevard  
Brevard  
Brown Summit  
Brown Summit  
Brown Summit  
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Burlington  
Burlington  
Canton  
Cary  
Chadbourn  
Chapel Hill  
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Charlotte  
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Charlotte



Frye, James G.,	Charlotte	Brown, Vanessa G.,	Eure
Henderson, Frances W.,	Charlotte	Crutchfield, James B.,	Fayetteville
Hurley, Daniel S.,	Charlotte	Hall, Peggy R.,	Fayetteville
Kolodner, Richard D.,	Charlotte	Mallonee, Paul G., Jr.,	Fayetteville
McAlister, Sarah L.,	Charlotte	McDaniel, Gregory P.,	Fayetteville
McIntyre, Roberta L.,	Charlotte	Olive, Winston M.,	Fayetteville
McLeod, William L.,	Charlotte	Moore, John O.,	Garner
Morris, Mary H.,	Charlotte	Phillips, Anthony C.,	Gastonia
Neckerman, Kathryn M.,	Charlotte	Brown, Barbara L.,	George
O'Briant, Amanda W.,	Charlotte	Gambrell, Paul G.,	Goldsboro
Reichard, Peter A.,	Charlotte	Howell, Carolyn B.,	Goldsboro
Robinson, Catherine,	Charlotte	Pendergrass, John L.,	Goldsboro
Smith, Michael S.,	Charlotte	Harris, Gene K.,	Goldston
Smith, William D., Jr.,	Charlotte	Dismuke, James A.,	Graham
Sprinkle, Jane,	Charlotte	Faza, Alexandra,	Graham
Stoessel, Deborah G.,	Charlotte	Massey, Ronald L., Jr.,	Graham
Taylor, Frederick H., Jr.,	Charlotte	Merrill, Gary D.,	Graham
Thompson, Susan L.,	Charlotte	Austin, William Riley,	Greensboro
Thompson, Vista S.,	Charlotte	Aycock, William D.,	Greensboro
Turner, Mary A.,	Charlotte	Bailiff, Barry James,	Greensboro
Wiebler, Jennifer A.,	Charlotte	Baker, Mary E. Barney,	Greensboro
Wright, Jeffrey G.,	Charlotte	Barker, Wanda K. Robbins,	Greensboro
Arnold, Carole Ann,	Clemmons	Barrier, Randall A.,	Greensboro
Drechsler, Paul A.,	Cleveland	Beam, Bridgett R.,	Greensboro
Hinshaw, Orville W.,	Climax	Beeler, John F.,	Greensboro
Davis, James E., Jr.,	Columbia	Beeler, Nicholas M.,	Greensboro
Davis, Jeanne M.,	Columbia	Beidler, Joyce Webster,	Greensboro
McIlwain, James B.,	Columbus	Boudreau, Cecile F.,	Greensboro
Robinson, Jay M., Jr.,	Concord	Bransford, Pamela A.,	Greensboro
Suich, David J.,	Denver	Brewer, Walter S.,	Greensboro
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